DOCUMENT RESUME

ED 341 949 CS 010 799

AUTHOR Fauvel, Monique
TITLE Utilizing Multicultural Reading Resource Materials To Improve Reading Motivation and Performance among High School Students.
PUB DATE Nov 91
NOTE 108p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Classroom Environment; High Schools; *High School Students; *Multicultural Education; *Reading Materials; *Student Attitudes; Student Motivation
IDENTIFIERS Africa; Caribbean Islands; Ethnic Literature; *Reading Motivation

ABSTRACT

This paper reports on a practicum designed to increase reading motivation among senior high school students (as reflected by the number of books checked out from the school library) and to promote a better understanding of cultural sub-groups in the school, of which Blacks constituted the largest group (41%) and Hispanics, the second largest (29%). Students were guided toward literature from the Caribbean Islands and Africa in an attempt to instill a sense of pride in the students' cultural heritage. Students were grouped by affinity and interest. A reading corner offered a multitude of books as a classroom resource. Students shared orally, with their peers, the fruits of their weekly readings, which led to animated discussions. Audiotapes were sometimes used to introduce the oral readings and set the tone. Slides, photographs, videos, and films were viewed. Field trips to local book stores were organized as well as food fairs which allowed students to taste foods from different countries. Results showed that by the end of the 8-month implementation period, there was an increase of 80% in the number of books checked out from the school library. Students participated in a "Book Drive" so that they would have the necessary materials for the Sustained Silent Reading (SSR) activity; at the end of implementation, 90% of the students admitted enjoying SSR. (Nine figures and six tables of data are included. Twenty-nine references and a questionnaire on attitudes towards reading, reading interest checklist, cultural awareness survey, teacher observation checklist, and a sample "book card" are attached.) (Author/SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED341949

Utilizing Multicultural Reading Resource Materials to Improve Reading Motivation and Performance Among High School Students

by

Monique Fauvel

Cluster #34

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Fauvel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Practicum II Report Submitted
to Dr. Lowen and Nova University in Partial
Fulfillment of the Ed.D. Degree in
Child and Youth Studies.

November 1991

AS010797

BEST COPY AVAILABLE

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Juana J. Sarmiento
Mrs. J. Sarmiento

Assistant Principal
Title

19355 SW 116 Ave., Miami, FL 33157
Address

12/17/91
Date

This practicum report was submitted by Monique Fauvel under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

12-13-91
Date of Final Approval of Report

Georgianna Lowenmen
Dr. G. Lowen, Adviser

ACKNOWLEDGMENTS

Most of all the writer wishes to acknowledge her grandfather, Lucien Berland, Professor of entomology at the Sorbonne, Paris. Professor Berland passed away many years ago but acted as the writer's mentor and intellectual inspiration in her adolescent years. The writer also wishes to thank her son, Christophe, for his everlasting moral support during those three years of sustained studying.

Special thanks to Dr. Rodgers, the writer's principal, who allowed the implementation in the school site. Thanks to Mrs. Jones, Mrs. Suda, and Ms. Condiutte, the media specialists who helped the writer during the course of her research on African and Caribbean literature.

A very warm thank you to two Bahamian gentlemen who were instrumental in facilitating the implementation. Mr. Kermit Rolle from Exuma found a storyteller who orally told Bahamian folk tales. Mr. Kendal Major, member of the Bahamian Tourism Bureau in Miami obtained via the diplomatic touch, the Bahamian Anthology which made a great impact on the writer and her students.

The writer extends her appreciation and warmest thanks to Dr. G. Lowen, the writer's adviser, for her precious advice and patience, and to Dr. M. Skopp for her help as a cluster coordinator.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF FIGURES	vii
ABSTRACT	viii
Chapter	
I INTRODUCTION	1
Description of Community	1
Staff Description	3
Writer's Role and Work Setting	4
II STUDY OF THE PROBLEM	6
Problem Description	6
Problem Documentation	7
Causative Analysis	13
Relationship of the Problem to the Literature	14
III ANTICIPATED OUTCOMES AND EVALUATION	21
Goals and Expectations	21
Behavioral Objectives	21
Measurement of Objectives	22
IV SOLUTION STRATEGY	24
Discussion and Evaluation of Possible Solutions	24
Description and Justification of Possible Solutions	25
Report of Action Taken	29
V RESULTS	56
Results	56
Discussion	77
Recommendations	77
Dissemination	79

Page

LIST OF REFERENCES 81

Appendices

A QUESTIONNAIRE ATTITUDE TOWARDS READING 86
B READING INTEREST CHECKLIST 89
C CULTURAL AWARENESS SURVEY 91
D TEACHER OBSERVATION CHECKLIST 94
E BOOK CARD 96

LIST OF TABLES

Table		Page
1.	School Ethnic Distribution	3
2.	Results of Questionnaire in Percentage (see Appendix A)	8
3.	Pre and Post-test Results of Questionnaire (see Appendix A) in Percentage	66
4.	Cultural Awareness Survey Questions dealing with several issues about culture	69
5.	Cultural Awareness Survey Questions dealing with feelings and identification towards a cultural group	70
6.	Cultural Awareness Survey Questions dealing with prejudices and stereotypes	73

LIST OF FIGURES

Figure		Page
2.1.	Total of "likes" (amount of number 5 circled on the checklist) (see Appendix B)	11
2.2.	Total of "dislikes" (amount of number 1 circled on the checklist) (see Appendix B)	12
5.1.	Total Books Checked Out Monthly (linear graph)	58
5.2.	Total Books Checked Out Monthly (bar graph)	59
5.3.	Books Checked Out Month 1 of Implementation (bar graph)	60
5.4.	Books Checked Out Month 4 of Implementation (bar graph)	61
5.5.	Books Checked Out Month 8 of Implementation (bar graph)	62
5.6.	Total of "likes" Month 1 of Implementation (bar graph)	75
5.7.	Total of "likes" Month 8 of Implementation (bar graph)	76

ABSTRACT

Utilizing Multicultural Reading Resource Materials to Improve Reading Motivation and Performance Among High School Students. Monique Fauvel, 1991: Practicum Report II, Nova University, Ed.D. Program in Child and Youth Services. Reading Teachers/ English Teachers/Social Studies Teachers/French and English Caribbean Literature/African Literature/multicultures/Reading motivation/Attitude Towards Reading/Cultural Awareness/Parental Involvement

Two corollary aims were to increase reading motivation among senior high school students and obtaining a better understanding of other cultural sub-groups existing in the school. It was established that students mostly visit the school library for mandated assignments only. Concurrently, students tend to tease and ridicule other groups.

The writer guided her students towards literature from the Caribbean islands and Africa, in an attempt to instill a sense of pride in the students' cultural heritage. The writer allowed the students to group by affinity and interests. A reading corner offered a multitude of books that were used as a classroom resource. Students were asked to share orally, with their peers, the fruits of their weekly readings which led to animated discussions. To introduce the oral reading, the writer intermittently had her students listen to audio-tapes; this was done to set the tone of the readings. Slides, photographs, videos, and films were viewed by the students, as a visual mean of implementation. Field trips to local book stores were organized as well as food fairs allowing students to taste foods from different countries.

The results at first were a little slow, but by the end of the implementation there was an increase of 80 percent in the amounts of books checked out in the school library, as reflected by the school library computer print-out. Students participated in a "Book Drive" so they would have the necessary materials for the Sustained Silent Reading (SSR) activity which they enjoyed increasingly, for at the end of the implementation, 90 percent of the students admitted enjoying SSR.

****

Permission Statement

As a student in the Ed.D. Program in Child and Youth Studies, I do give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

1-14-92
(date)

Monique Fauvel
(signature)

CHAPTER I

INTRODUCTION

Description of Community

The Senior High School in question was built 15 years ago in a Southern state. It was then a rural area with numerous fields and groves, employing local farmers and migrant help from South America and the Caribbean. The area has been constantly growing; from rural, it has become highly suburban and commercial development has taken place. The community for the past 10 years has witnessed a dwindling of farm land, replacing cultivated fields by private houses, condominiums, large office/professional buildings, and thriving shopping centers.

Along with the regression of farm land, the community has witnessed a change in population. Fifteen years ago, the population of the area was predominantly white, with a small proportion of Latins and Blacks. Progressively the white Anglos have moved out of the area, and the Blacks have settled in. At present there is an influx of immigrants from the oppressed nations in Central America, which was not so noticeable a decade ago.

As a result of the shifting and growing population, service centers were created to accommodate

pressing needs. Recent events in the community have brought about a major concern regarding the overall safety of the students coming and leaving the school. Many community meetings have been held and many steps have been taken in order to alleviate the growing crime situation.

A change of boundaries added to the population shift have caused the High School to increase the enrollment steadily. The initial enrollment was 2,000 students; it is now 2,885. In 1987 the ninth grade level was added to the Senior High. By 1992, all ninth graders in the area will be assigned to the Senior High, which will, no doubt, increase the enrollment to the point of overcrowding.

At the present time, the overcrowding of the school has resulted in adding portable classrooms outside the school building and using classroom space to the maximum. It can be anticipated that by 1992 the overcrowding situation will be a major problem and that drastic measures will have to be considered in order to accommodate the ever increasing student body.

The change of boundaries and the shift of population have caused a larger segment of the Black community to be enrolled in the High School. However, the student body remains a tri-ethnic one.

According to school records, in 1981 the school population was 30 percent Black, 24 percent Hispanic, 45 percent White; it is now 41 percent Black, 29 percent Hispanic, 28 percent White, and two percent Asian.

Table 1. School Ethnic Distribution

Group	Percent of Students in 1981	Percent of Students in 1991
Asian	1.0	2.
Black	30.0	41.0
Hispanic	24.0	29.
Indian	1.0	--
White	45.0	28.0

Staff Description

The school employed a total of 168 teachers representing the three ethnic groups of the community and the student body. The instructional staff consisted of three administrators, five guidance counselors, one group counselor, one occupational advisor, one college assistant program (CAP) advisor, three media personnel, one athletic director, and one business manager.

Additionally, 31 employees provided office, food service, custodial, and other support services. The Foreign Language Department is composed of nine teachers e.g. seven Latins, one American, and two

Europeans (including the writer). The administrator for curriculum was the one responsible for setting criteria for the Foreign Language programs. Guidelines were furnished to the school by the Supervisor for Foreign Languages working for the school district.

Writer's Role and Work Setting

The writer is from Europe and received undergraduate diplomas in foreign languages from the Sorbonne (France), Cambridge University (England), and University of Barcelona (Spain). The writer has lived for 20 years in America and is a recipient of a master's degree from an American university. The writer has taught in an American public school system for 18 years, both at the middle and high school levels. The writer taught two Spanish level I classes and three advanced level French classes, representing a total of 120 students. The students' stanines range from Stanine 2 to Stanine 9. All students are mixed in terms of grade level, but paired by placement level in the target language.

The writer was involved in all the school reading programs such as the school-wide Sustained Silent Reading program and "Lotto-Read" program involving the school in a prize-winning competition for reading. In addition the writer participates in the Reading Committee designed to coordinate reading activities and

programs. The writer is affiliated with the International Reading Association (IRA), the Alliance Francaise (Cultural group), and the Association of Teachers For Foreign Languages (ATFL).

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Students did not like to check out books from the school library, as shown by the library computer print-out. By looking at the titles of the books checked out, the writer could deduce that 65 percent of the books coming out of the school library correspond to teacher-assigned tasks and not to independent/pleasure reading.

The county-wide CORE program, designed to print on each students' report card, the amount of books read individually for each nine week grading period, failed due to technicalities with the computer mainframe. The concept, however, was ideal, and the printed report would have served the purpose of tallying students' readings by giving them an incentive to read more.

The Sustained Silent Reading (SSR), a school-wide program, was often received with negative feelings on the teachers' part, who viewed the program as a waste of time. This information was confirmed by an informal interview conducted among the various departments of the school, including a total of 20 teachers. The students responding to the Questionnaire (see Appendix A, question 18), 41 percent of students declared liking

SSR, 33.3 percent disliked it, and 22.4 percent liked it only at times. It could have been that the teachers themselves lacked enthusiasm for this reading program, and inasmuch as they went along with the program to comply with the administrative wishes, they did not "sell it" by advertising it and showing their own enthusiasm towards reading.

Problem Documentation

The students' reading motivation was low. The school, upon teacher's request, produced a computer print-out which tallied up, for each student, the amount of books checked out. The print-out was cumulative for the school year and was an obvious proof of the lack of interest towards reading. The Questionnaire on Attitude Towards Reading (see Appendix A) administered by the writer revealed that the 120 students concerned showed a moderate enthusiasm towards reading in general. Question #1 asking, "Do you like to read?" 41 percent responded with yes, 14.1 percent with no, and 39.1 percent sometimes. Question #2 and #3 revealed that students prefer going to the local library rather than using the school library. The local library is a modern, pleasant building, it also offers a great variety of books and references. The school library is rather limited in its selections as compared to other high school libraries in the county.

Table 2.

Results of Questionnnaire (see Appendix A) in Percentage

Questions	Yes	No	Sometimes
Do you:			
1. like to read?	41	14.1	39.1
2. visit the school library?	22.4	39.1	30
3. visit the local library?	33.3	33.3	26
4. read for class assignments only?	19	65	13
5. read for pleasure?	25	41.7	33.3
6. read a book in school during free time?	25	41.4	33.3
7. read for fun at home?	42	23	31
8. like books as presents?	32	39.1	31
9. read during vacation time?	33.3	34	27.5
10. feel excited when you start reading a new book?	26	22.5	41.2
11. feel happy/good when you read?	39.1	14.1	49.1
12. would rather read or watch T.V.	25 45	blanks: 10	
13. like going to bookstores?	53.8	19	25
14. like reading different kinds of books?	62.1	10	22.6
15. like to read what T.V., teachers and friends recommend?	26.2	13.1	52.2
16. feel happy/grateful/proud when the teacher mentions something you have read?	55.2	19	24.1
17. feel insecure/threatened when the teacher asks questions about reading assignment?	13.2	52.5	29.1
18. like S.S.R.?	41.7	33.3	22.4
19. know of any reading programs used in school?	50	44.1	1
20. like silent reading in class?	65	27	22.4
21. like oral reading in class?	50	44.1	22.5
22. know other/better ways to learn besides reading?	47.5	42.2	--
23. like taking reading tests?	22.5	40.9	34.1
24. know the purpose of a reading test?	84.1	23.1	--
25. Name the reading test(s) you take during the school year.	Accurate responses: 35 Incorrect or don't know: 85		

Twenty-five percent of the students said they read for pleasure, and 41 percent admitted not experiencing "pleasure in reading." Questions #6, 7, 8, 9, indicated that 42 percent read for fun, 47 percent read during vacation time, and 32 percent liked books as presents. The negative answers for those respective questions were 41.4 percent did not like to read during free time in school, 39.1 percent did not read during vacation time, 39.1 percent did not appreciate books as presents. Question #13 showed that when students had a choice, they watched TV (45 percent), rather than read (25 percent). Surprisingly 53.8 percent enjoyed going to book stores; this probably is a symptomatic trait of most American teenagers who like to visit shopping malls as a way to meet and socialize with peers. When asked if they enjoyed SSR, 41 percent answered yes and 33.3 percent no. Only 50 percent of the students were able to name correctly the school-wide reading programs, (question #25), and 35 percent were able to name accurately the reading tests administered during the school year, 85 percent did not know or give correct answers. Table 2 summarizes the students' answers to the Questionnaire (see Appendix A) administered as a pre-test.

Similarly, the writer gave a Reading Interest Checklist (see Appendix B), in an attempt to categorize students' interest. The writer focussed on the second part of the checklist dealing with the "kind" of reading students enjoyed. The results of this checklist are compiled in Figure 2.1 for the "likes," meaning students on the checklist circled a "5." Figure 2.2 indicates the amount of "dislikes," e.g., on the checklist students circled a "1." The results show that students liked magazines (64 out of 120 students), newspapers (61 out of 120), and novels (43 out of 120). On the other hand, students admitted disliking textbooks (39 out of 120), comic books (42 out of 120), encyclopedias (44 out of 120).

The writer was not surprised by the fact students did not like to read textbooks since many times texts are written by professionals using sophisticated vocabulary in subject matters that have relatively little interest for youngsters. When orally interviewed, students said they did not like comic books for they were too "babyish."

Briefly stated, there was a desperate need to increase students' motivation to read.

Figure 2.1 Total of "likes"

Students circling "5" on the Reading Interest Checklist

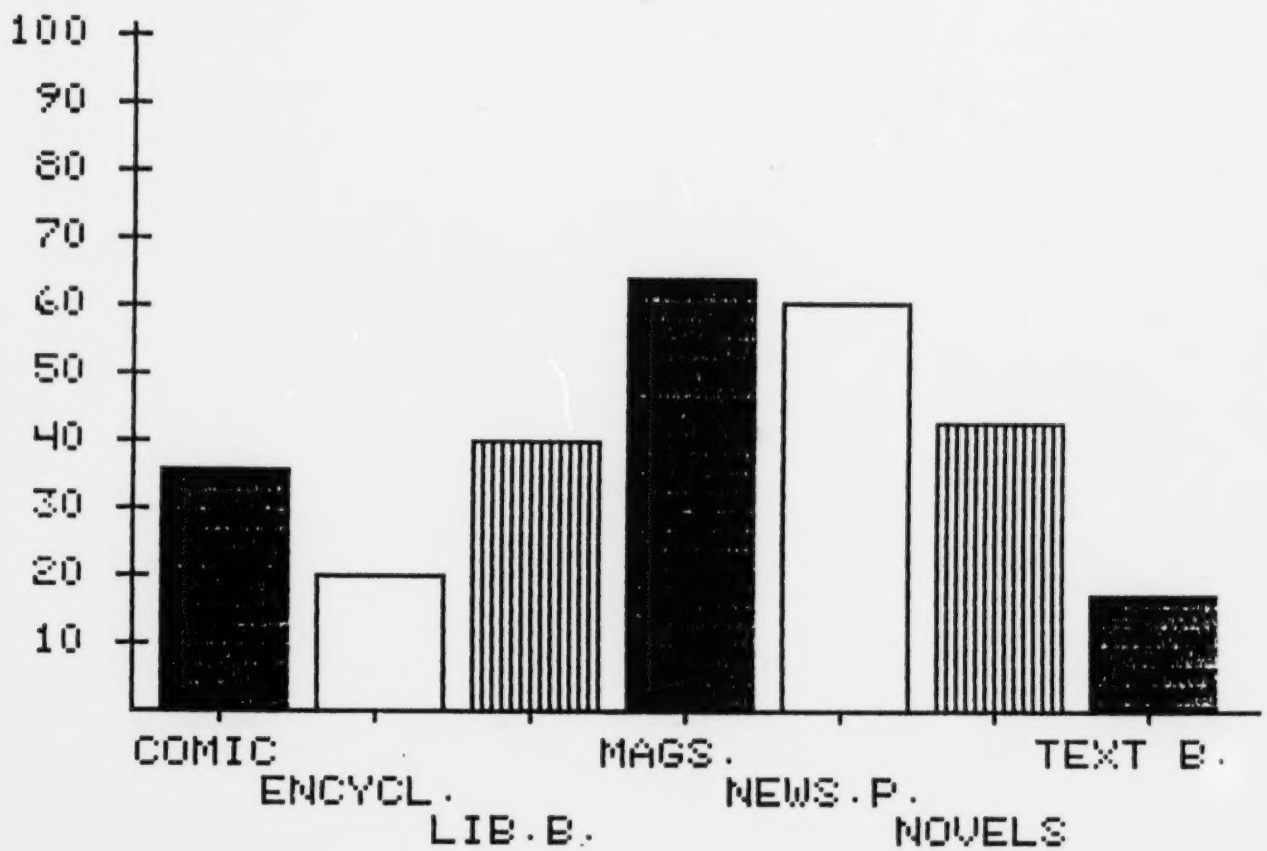
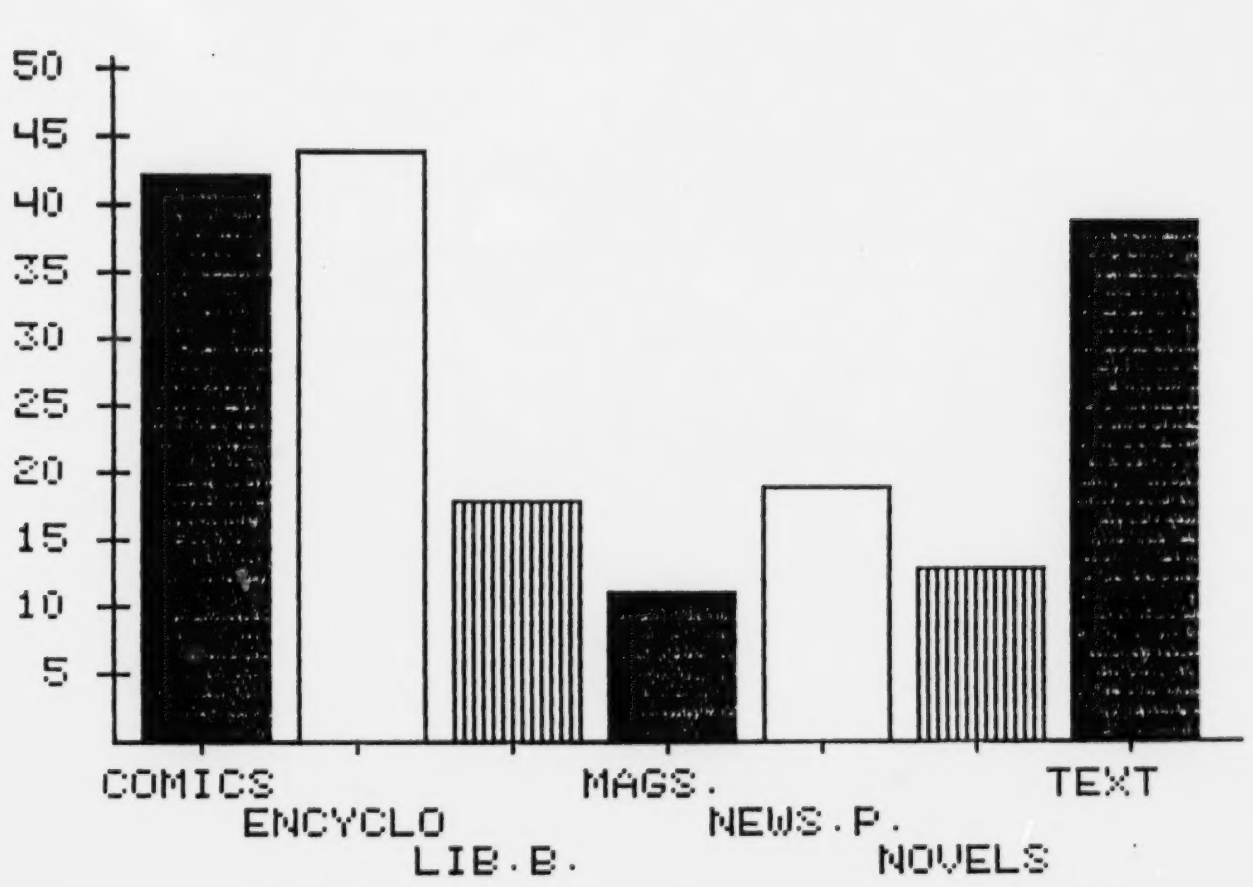


Figure 2.2 Total of "dislikes"

Students circling "1" on the Reading Interest Checklist



Causative Analysis

The answers to the Questionnaire (see Appendix A) on Attitude Towards Reading may have singled out several causes for the students' lack of motivation. By discussing the results with her five classes, it became evident to the writer that the time factor seemed to be a major obstacle to reading. Students in a senior high have too many extracurricular activities, ranging from sports activities, clubs, to such classes as marching band and community-related services (tutoring, helping in elementary feeder schools). In addition, many students work after school for long hours, making reading/school related homework nearly impossible. In general, students do not conceive reading as a pleasurable/fun activity; only 25 percent admitted reading for pleasure (question 5 of Questionnaire, Appendix A). A total of 71.5 percent said they did not appreciate receiving books as presents. In a world of audiovisuals, the young generation prefers this style of learning as opposed to decoding/encoding printed materials.

It seems students received little excitement and pleasure when starting to read a new book (question 10 of the Questionnaire). When probed on this item, students said that many times the books were too "difficult" indicating by this, that their level of

frustration had been reached. This seemed to be especially true about textbooks which were found by the students to be particularly "hard" to read because of the material (subject area) and the wording. When discussing orally the results of the Questionnaire, it appeared that very few parents engaged themselves in sustained reading. Many parents received the newspaper (roughly 70 percent of the families), but few parents had a book collection, bought books, or spent time reading at home. This might have been a factor influencing students' attitude towards reading in general.

Relationship of the Problem to the Literature

The preliminary literature supported some important facts related to the writer's problem. Casteel (1986) distinguished two kinds of reluctant readers: one group reading on grade level but too lazy intellectually to do so, and another group reading below grade level, feeling too frustrated to engage in any kind of reading. Bates (1979) mentioned the fact that it is a normal human behavior to be involved in a task in order to receive a tangible reward. This explains why students who are reluctant readers do not see any immediate reward in reading; they need the "tangible" reward as a purpose for reading. Many educators resort to the token economies in an attempt

to motivate and give an incentive to students engaging in a task. Mathison (1989) and Heathington (1979) agreed in their definition of motivation; for them motivation was what drives a student to learn in conjunction with the goals and the effort given to accomplish a task.

Experts in the field of motivation, such as Kolesnik (1988) and Wlodowsky (1986), both mentioned two types of motivation, e.g., extrinsic and intrinsic motivations. "We are extrinsically motivated when we do something because someone else wants us to do it . . . when someone will reward us" (Kolesnik, 1988, p. 6). Intrinsic motivation is "the goal--not the 'doing'--of the behavior that is considered to be the reason for the performance of the behavior" (Wlodowsky, 1986, p. 153).

The preliminary literature provided evidence of the writer's problem. The lack of motivation can be attributed to different factors. O'Connor (1980) singled out as a cause of lack of motivation the students' social/emotional adjustment, the school pressures (homework, extracurricular and social activities). O'Connor also blamed the media as being a cause for the decrease in reading. She stated, "Most students spend five hours daily in front of T.V." (p.

2). Rigg (1985) attributed this lack of motivation towards reading to the parental lack of involvement.

Sinn, et al. (1987), in their article Life in the Fast Lane, brought up an interesting point when they analyzed modern life smothered by technology. They mentioned the fact that by becoming "mass consumers" we have lost a sense of basic identity and tend to conform to a norm by being "less creative, innovative and resourceful" (p. 24). Modern society in many ways is victimized by technology and the modern way of life. "Modern families have busy schedules, work priorities . . . which do not aid in assisting formation or maintenance of self-concept" (p. 24). In a nutshell, modern life has taken away parental prime-time in forging youngsters' self image and motivation. However, since technology is available to educators, it is up to them to include use of technology in their strategies of teaching, thus transforming into an advantage the existence of T.V., video games, VCR's, etc., when they may have been the primary cause of keeping students away from books.

Senior high students have a multitude of choices when it comes to course selection. This creates a bad situation where students are often at loss selecting non-relevant courses when they are college bound. In the writer's school, 12 different courses are offered

in music alone. As an elective, students would rather take an "easy" or "fun" class, such as keyboard, jazz band, rather than a class involving studying and reading. Powell (1985) singled out the problem of senior high school students' busy schedules as a cause for lack of interest in reading.

Modern life has made students unaware of the precious gift offered by books. The respect for books does not exist nowadays as it did 40-50 years ago, when a typical birthday or Christmas present was a book. The cost of art books or leather-covered books is so exorbitant today that most families, if they bother to buy books, buy paperback books. It is rare to enter a house and see "valuable" books on a shelf or books that have been passed down from one generation to another. Modern families resort to buying cheap books that are disposable or given away; book collections have become rare and very costly. When raised in an atmosphere where respect for printed matter and precious books is nonexistent, one can hardly expect youngsters to appreciate the value of authors' writings, feelings and emotions.

For students to perform and reach achievement, goals must be easily reachable. This is expressed by McDaniel (1985) and Gentile, et al. (1990) when they wrote "Goals should be challenging without being too

difficult" (McDaniel, p. 20). Gentile, et al. (1990) recommend "reasonable goals . . . and structuring incremental learning steps that are measurable and provide successful outcomes" (p. 384).

For Reyhner (1989), the cultural gap between non-English speaking family setting and school may cause students to lack interest in reading. Fisher (1989), in a comparative study between British and American youngsters, discovered that reading preference will vary with a cultural background. He found that American youngsters were more oriented towards scientific books than their British counterparts.

Gender of students is said to affect students in their reading selection. According to Christenbury (1981), traditionally boys are partial to war, action, science-fiction books, whereas girls tend to prefer romance and mystery. Christenbury also mentioned that age and maturity may interfere with reading motivation.

In order to pass on enthusiasm and motivation, the teacher himself/herself must be motivated. Kolesnik (1988) recommended convincing students of the value of the subject and persuading them that it is worth studying. Wlodowsky (1986) described in details how to stimulate students' curiosity in reading. For him, teachers must put feelings and emotions into their delivery; personal anecdotes will help dramatize the

teacher's knowledge. Not only must the teacher show interest in the subject taught, he/she must be an expert in the field.

Usova (1980) was in favor of oral reading in class even in the secondary level; it seemed that oral reading is done mostly in primary grades. Students' major complaints are about the lack of "good books" (quality) and the amount (quantity) of interesting books available to them. The lack of reading time allocated during school time is also the students' common complaint.

Sherman (1990) pointed out that the coexistence of different ethnic groups in school campuses created friction among students, leading very often to social prejudices. Various manifestations of obvious racial prejudices can be witnessed in many high schools, ranging from verbal degrading phrases to physical assaults. Sherman proposed, in order to alleviate the tension among students, to reach in class "an understanding of the dynamics of group differences (p. 17). This becomes a crucial issue in senior high school, where social interaction is of paramount importance to youngsters. The search of identity and desire "to belong" to a specific group is expressed by Chrisman (1981), who researched Danish immigrants' social life-styles. It seems that the Danes

assimilated into the American culture yet retaining their names, habits, traditions, etc. and appeared to be well-adjusted.

McFadden (1988) adopted Lazarus' much acclaimed "multimodal approach" when he advocated "respecting other people's behaviors, sharing their emotions, creating mental pictures" (McFadden, p. 39).

In conclusion, the literature clearly outlined the problem as seen in the writer's teaching situation. It was essential for students to see the importance of reading books, to acquire the motivation to read and appreciate other people's writings. Without motivation, learning cannot take place. The literature also outlined the problem of ethnicity, racial prejudices existing among students, and search for identity of the individual. Discussed in the literature were human motivation, causes for lack of motivation, reading attitudes, role of teachers and parents in a learning situation, role of technology in our modern world, expectation of tangible rewards, students' busy schedules, and impact of oral reading to students of all ages. The literature reviewed dealt also with understanding other ethnic groups, by sharing with them.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION

Goals and Expectations

The following goals and objectives were projected for this practicum. The writer's primary goal was that the students would be motivated to read independently and to experience enjoyment in reading.

Behavioral Objectives

Objective 1: The writer proposed to increase her students' motivation to read, as reflected by an increase in books checked out from the school library. At the end of the eight-month implementation, the writer had hoped to see a 75 percent increase in the total amount of books checked out in her five classes. At the beginning of the implementation, 65 percent of the books were checked out for the teacher-assigned tasks. The writer planned for a monthly count of all books checked out in her five classes.

Objective 2: The students were to read during the weekly school-wide SSR program. The writer would record on a Teacher Observation Checklist (see Appendix D) her students' promptness in selecting reading material and willingness in keeping on task. By the end of the implementation, 90 percent of the writer's

students would change their attitude towards SSR and appreciated and enjoyed it.

Objective 3: The students were to discuss their readings with peers on a weekly basis. Students were to be instructed to record on a 5" x 8" card the author's name, title of the book, and briefly summarize the story and tell the group why they enjoyed (or not) the story (see Appendix E). Those group discussions were to be held as a "fun" and informal activity, in an attempt to share feelings and emotions about people's writings. The writer anticipated that 80 percent of her students would enjoy such activities and look forward to them.

Objective 4: At the end of the implementation, the writer hoped that her students would have developed a sense of respect and admiration for books. The writer hoped that 70 percent of her students would find time to read outside the classroom situation. It was also anticipated that the students involved would adopt a positive attitude towards reading in general.

Measurement of Objectives

Arrangements were to be made with the school library so that books checked out by the writer's students would be tracked down by using the computer print-out.

Objective 1: The writer had planned for her students to fill out a "book-card" (see Appendix E) each time they would read a book. The library computer print-out and the classroom "book-cards" would measure the students' progress. The writer expected 75 percent of her students to check out books from the library (as opposed to 22.4 percent) as measured by the library computer print-out.

Objective 2: The Teacher Observation Checklist (see Appendix D) was expected to show that 90 percent of the students (at the end of the implementation) appreciated SSR time. This would also be reflected by the students' responses on the Questionnaire (see Appendix A) as a post-test (question 18 on Questionnaire).

Objective 3: By the end of the implementation, it was expected that 80 percent of the students would participate in enjoyable and meaningful discussions with peers, and by then, appreciate books. This was to be measured by the Teacher Observation Checklist.

Objective 4: The post Questionnaire (see Appendix A) was meant to show that 70 percent of the writer's students acquired a positive attitude towards reading and that 70 percent of the students could "find time" in their busy school schedule for reading.

CHAPTER IV

SOLUTION STRATEGY

The problem was that the writer's senior high school students were not motivated to read. There were meaningful solutions found in the literature. The writer proposed to utilize some of the strategies and methods offered in the literature review.

Discussion and Evaluation of Possible Solutions

As indicated by the bibliographic review, motivation is a key factor to learning. Most authors agree that a positive attitude must be present for learning to take place.

Students, according to the literature, must be given "free time" to read materials of their own choices, as recommended by Casteel (1986). Books, therefore, had to be available to them in sufficient quantity to meet their interests and their reading level needs. Grouping students by interests was suggested by Casteel (1986) and Heathington (1979) to yield better learning conditions. In-class discussions were mentioned by Fitouri in his interview with Dupart (1985) as a way to reinforce a positive reading attitude. Fitouri (1985), Casteel (1986) and Usova

(1980) advocated oral reading to the class in order to captivate students' attention and curiosity. Acting up a reading passage by wearing a costume, incorporating music, telling personal anecdotes are a prelude to a positive learning experience. Fitouri (1985) experimented with background music to set the tone of a particular reading passage and tantalize students' curiosity.

Description and Justification of Possible Solutions

The writer adopted a few ideas contained in the literature. During the eight month implementation, the writer included independent reading in the students' respective native language (English or French). The writer allowed students to select their own readings from books provided to them in the classroom. The idea of students' self-selection is recommended by several authors, such as Williams (1989) and Rigg (1985), who both believe that self-selection enhances motivation to read. Essentially, the writer provided her students with an "in-class" library. The writer offered a selection of books written in English and French by authors from Africa and the Caribbean representing the various ethnic sub-groups present in the writer's classes. The writer invited guest speakers for "book talks" in an attempt to stimulate her students'

curiosity in books. The method of book talks and book summaries were advocated by Kenney (1982) as a positive way to tantalize students' curiosity. The writer continued to support the school-wide Sustained Silent Reading (SSR) by participating in the program with enthusiasm.

The writer activated her students' motivation by allowing them to form groups and to select their reading materials. The self-selection, discussion of readings, and grouping gave a positive outlook on the learning process.

The writer decided to assume the role of a "facilitator" rather than the role of a teacher mandating assignments. Students were allowed to make decisions and choices in terms of types of activities, kinds of readings, freedom to report to the school library, free access to the books displayed in the classroom, possibility to retreat to the "Reading Corner" set up inside the writer's classroom. Students' readings were recorded on "book cards" (see Appendix E) which included the students' names, title of the book, author, and reasons for liking/disliking the book. Weekly each student was responsible for sharing orally the fruits of his/her readings in form of a brief oral summary for the benefit of the other members of the class.

The writer used a variety of techniques for implementation. The writer supplied students with a phethora of books written both by anglophone and francophone writers. Authors were selected for their African, Caribbean/Floridian origin in an attempt to appeal to students' respective "roots." The writer retained the idea of having "book talks" and invited librarians from the public library to visit her classes and introduce a few books to her students. Book loans from the local branch of the local library enabled students to have a suitable selection of books. As a class project, students driving cars went and selected the books at the public library and brought them back to class for their classmates. In all the writer's classes, students participated in a "book drive" furnishing the classroom with appropriate books.

The writer retained Biggs' (1988) and Sanacore's (1990) recommendations of reading orally to students. The writer tried to build a positive attitude towards reading and, as advocated by the Indiana State Department of Public Instruction in their publication See, Hear and Do (1980), involved parents in donating books/magazines for the "Book Drive."

The writer used audiovisuals extensively. This strategy had been highly recommended by Keyes (1988),

Usova (1980), Kenney (1982), and Schlatter (1987). As a result films, slides, photos, videos and ethnic music tapes were used to set the tone for in-class readings. The writer allowed students from different Caribbean backgrounds to share with peers folk tales, stories and cultural traditions. Arrangements were made with a Haitian lady (whose son was enrolled in one of the writer's classes) to visit the class and act as a storyteller or "griot." This particular activity was geared towards the French-speaking student body (roughly 18 percent of the writer's students). Cultural awareness festivals, including local dishes, music and dances, were organized in order to bring together members of the different ethnic backgrounds.

The classroom was rearranged so students did not have to sit on hard chairs in a rigid fashion. Students were allowed, on a daily basis, 10 minutes of "free reading" from books available to them out of their assigned seat. This was recommended by McKenna (1990). Besides making the classroom comfortable for reading, the writer followed Kenney's (1982) suggestions in "selling reading" to her students (Kenney, p. 4). She had the students make colorful posters advertising books, reading themes, and/or specific authors. The writer displayed books standing up straight on top of file cabinets so the vivid

colors and titles of books could be seen easily by the students. The writer would deliberately place books on top of her desk, commenting about them. At passing time, from one class to another, the writer would enthusiastically rush to her book and read a few lines, thus creating a feeling of curiosity among her students. This method proved to be very successful; students would make comments such as "Is that book that good?" "Do you think I'd like to read it?" "Guess what? I checked it out of the library myself," or "I checked that book out; you might enjoy reading it when I am finished."

Report of Action Taken

Students received the idea of the implementation very well. The implementation started in March 1991, at which time most students are a little "blase" with school and generally not motivated by the day-to-day school routine. The months of May and June had an extremely busy social calendar. To name just a few of the social functions: seniors alone participated in "Grad Night" and the "Prom." The Awards Assembly was broadcast school-wide and lasted five hours involving the entire school body. The distributions of "Year Books," "Prom Pictures," and "Memory Books" were also school-wide activities and contributed to a large degree in disrupting the learning activities. Under

such conditions, the writer feared for her project, but to most students, the implementation appeared as a novelty and was welcomed. At the end of each month, the school media specialist provided the writer with a computer print-out of the writer's amount of books checked out by her classes.

Month one, week one of the implementation was used to rearrange the classroom to fit the needs of a comfortable reading site. The writer administered the Cultural Awareness Survey (see Appendix C). The results were discussed with students. The rationale and the format of the implementation were explained and discussed in all classes.

The writer explained the classroom procedures, posing as a facilitator and guide rather than an authoritative teacher. Arrangements were made with school administrators and librarians so the writer's students could enjoy more freedom than normally awarded on campus in using the school library.

Week two of month one, the writer explained the reasons behind grouping by interests. The students on intermittent days viewed slides and photographs of Tunisia, Senegal, Ghana and Kenya, thus receiving an overview of different regions of Africa. A large map of Africa was borrowed from the Social Studies Department, and each student received an individual map

of Africa to be kept in the students' notebooks. As the implementation progressed, students were instructed to color-code each author's native country. Blue was used for anglophone countries and pink for the francophone ones. At regular intervals, audio tapes were introduced to set the tone prior to each reading. The writer had selected tribal instrumental music by Toure Kunda, a songwriter from Zaire. Miriam Makeba from South Africa, who has become famous for her radical political views, was very much appreciated. Selection of her songs included an homage to Malcolm X (the song was written by Mrs. Makeba's daughter) and a homage to Archbishop Tutu. Other songs included the melodious love song Malaika and the world famous Soweto Blues. The writer selected songs in English, French, Swahili and Zulu. The back-up group for Paul Simon, Ladysmith Black Mambazo, was widely appreciated by students in their English and Zulu renditions. Many students were already familiar with the group.

During weeks two and three of month one, the writer presented what she had judged to be strategic chapters of Kaffir Boy by Mathabane. Chapter I made an impact on all students since it starts with a WARNING sign cautioning Black people to stay within certain city limits. This type of billboard can be seen when traveling on the roads in South Africa. The writer had

to clarify the concept of Apartheid in order to place the book in its proper setting. When introducing Makeba's song in honor of Tutu, the writer showed his picture and talked about his work towards abolition of Apartheid. Chapter II of Kaffir Boy describes a ghetto in South Africa; while most students could define a ghetto, none could visualize how appalling the conditions of living had been for Mathabane. To show a contrast in African ways of living, the writer introduced chapters of Things Fall Apart by Achebe, depicting tribal ways. Students were amused by Okwonko, the main character, who had four wives and beat up wife number four for being late in preparing dinner because she was too busy getting her hair braided by a friend. The writer displayed the cover of the book Things Fall Apart by stressing that in a short surface the illustrator had combined all the crucial events of the novel, e.g., the map of Africa as a background, a man wearing a loin-cloth dangling from the tree (the main character hangs himself), a white man with a gun (the arrival of the white man coincides with the tragedy and chaos in the quiet peaceful tribal village).

Week four of month one saw a burgeoning of a variety of readings. A student bought Kaffir Boy in America, which is a sequel to Mathabane's first novel.

Excerpts of Cry, the Beloved Country by Paton drew students' sympathy for Kumelo, the father seeking his son who decided to leave the village and seek fortune and happiness in the big city, where in reality he finds poverty, despair and crime. For a while Paton was principal of a reformed school for "bad boys" in South Africa. Anecdotes and memories of that time are collected in a book entitled Tales from a Troubled Land. By that time, some of the writer's students were eager to volunteer to read orally to their peers. Two "tales" selected from Paton's collection were Sponono (the bad boy who does not understand why adults don't forgive him for being constantly bad) and Ha' Penny (who dies from lack of love). The advanced French classes read tales written by Bhely-Quenum (native of Dahomey): La Vipere (the snake), Les Criquets (the crickets), and Le joueur de Flute (the flute-player). They were short and very colorful African folk tales. One scene from Oyono's play Trois Pretendants, Un Mari (three suitors, one husband) was acted out by students of the French A.P. class, each student reading a part. The writer had selected the scene where Mbia (the suitor) barters for the hand of Juliette and gives away medals and beer to Juliette's male family representatives in order to conquer the young woman's hand. In general, students were amazed at the cultural

differences existing in Africa. Very few students knew that even today an African Moslem is entitled to four legal wives; Batouala, the main character of Maran's novel, had as many as eight wives. Much to the students' amazement, circumcision and excision are not only commonly practiced but are the objects of great social gatherings and festivities.

Other books brought by students included Contes et legendes d' Afrique (Tales and Legends of Africa) by Djibril Tamar Niane from Guinee; Joal a poem written by Leopold Senghor, the Senegalese president who had the supreme honor of being elected to the Academie Francaise; Sundiata by D. T. Niane; and Penda by Ousmane Soce are written as if a "griot" or storyteller were orally telling the story. Those books generally captivated the French speaking readers. Two books, with African setting and characters, written by Caribbean authors, stood out for the beauty of the language and the plot of the story. Passages of Batouala by Maran (from Martinique) were read by the advanced level students in their French and English versions simultaneously. In doing this, the students were able to compare the power of the two languages in terms of semantics and beauty of the vocabulary used to describe sceneries and people. The second book was The Leopard by Reid, a Jamaican who depicts the friendship

between a young white boy and an old Black man. At the end of each week, students shared orally the fruits of their readings and found that activity very enjoyable.

Month two of the implementation was dedicated to the Bahamas and their authors. The first week of month two of the implementation, students viewed a documentary made by the writer on the island of Exuma, one of the "outislands" located south of Andros. Mr. Kermit Rolle, an eminent businessman of Exuma, narrated the documentary, telling about the history, development and natural resources of the island. Concurrently, students viewed slides from Nassau, Freeport and Eluthera.

During week two of month two, designated students went to the public library and selected colorful books on the Bahamas and Caribbean islands. Such books as The Bahamian Loyalists and Their Slaves by Gail Saunders, The Ephemeral islands. A National History of the Bahamas by Campbell, The Caribbean Heritage by Radcliffe, and The Story of the Bahamas by Albury enlightened the students' concepts of the Bahamas. Albury's book is currently used in the Bahamas as a history textbook in senior high schools.

Again, each student received an individual map of the Caribbean islands, and as students progressed in their research and studies, they would locate each

particular island on their maps. A large colored map of the Caribbean islands and the West Indies, donated by the local Bahamian Tourism Bureau, was on display on a bulletin board in the writer's classroom.

Weeks three and four of month two were concentrated on reading poems and tales from the Bahamian Anthology published by the College of the Bahamas. The writer delegated a few Bahamian students to select poems they wished to share with their peers. One poem immediately attracted students' attention due to its title: Sex, in reality the author (Don Major) talks about teenage pregnancies and their heavy consequences. The reading of this poem, out loud, led to concerned and profound discussions. Other poems were written in Bahamian dialect which called for a native reader. To name a few, Breakfast Bruise by Rahming, Islan' Life by Susan Wallace, Poem for Mothers and Superwife by Cheryl Albury were among the students' favorites. The first two chapters of Michener's Caribbean were shared by the students during that period of time since they dealt specifically with the Bahamas.

The writer invited Mr. Major from the local Bahamian Tourism Bureau as a guest speaker. Mr. Major entertained the students with recollections of his youth in the islands, telling them about bone-fishing

on the flats (shallow-sea), "crabbing" (catching land crabs at night), and gathering so many cocoa-plums that one would end up with a violent tummy-ache.

During the four weeks of the second month, the writer brought Bahamian audio-cassettes. Thus students became familiar with "Junkanoo" music, used in the islands during Xmas time. They were also able to appreciate humor in the tapes of Eddie Minnis. Minnis is an acclaimed poet and songwriter, born in Nassau and presently living in Exuma. The writer had the pleasure of having dinner with Mr. Minnis and his family during one of her sojourns in Exuma. Students were impressed by the writer's connections on the islands. Most students had been under the impression that Bahamians are all poor, idle and not eager to make a living; by the end of the month, their views had changed, thanks to listening to the guest speaker and the writer.

Upon the request of a few native Jamaican students who were seniors, the implementation calendar was slightly changed. Essentially, the program originally planned for month five took place during month three in order to please the Jamaican seniors who were graduating in June and would no longer be in school to share the readings with the rest of the group. This pleased the writer for it demonstrated to her that

students appreciated her efforts and showed interest in her project.

Month three, as a result, became "Jamaican month." Students were very helpful and brought flags, artifacts, and pictures to show their peers. One student volunteered for an oral presentation on her native land; she came dressed in a native costume, hung up a Jamaican flag in the classroom, and performed a folk dance. By that time other teachers were addressing the writer with a multitude of questions about the writer's activities. Obviously, students were passing the word around about the reading activities and the multi-cultural approach used in the writer's classes.

At this point, the writer could see that the initial antagonism between sub-groups was a little diminished, and she felt she could view the video "Check Your Attitude" available through the school district audiovisual library. This video is designed to take a group "attitude test" towards ethnic groups. The writer was not concerned with results and scores but rather with the feelings of the different sub-groups towards each other. Students of all ethnic backgrounds agreed that it was common to have preconceived ideas about other groups, and that it was difficult to discard prejudices, however, it appeared

obvious to them that working towards a better understanding would lead to achieving self-esteem and harmony in the community.

At regular intervals, during month three, the writer brought audio tapes by Bellafonte, Reggae music by Bob and Ziggy Marley. Eventually, students from other classes lent tapes by different groups; a few Jamaican students asked several teachers on the floor permission to stay in the writer's class when they knew something special was taking place that day.

During weeks one and two of month three, a few excerpts of Reid's New Day were read. Students were amused by a few expressions they picked up in their readings. For example, when Reid mentions talking with another person, he uses the expression "make four eyes with . . . ."; such phrases as "went-a-walking, a-fishing" caught the students' fancy, and pretty soon some of them were using such expressions.

Week three of month three was dedicated to showing slides and photos of Montego Bay, Kingston, Dunn's River, and Fern Galley. Again, many students contributed to the presentations by bringing their personal memorabilia from Jamaica. Several chapters of Cargill's Jamaica Farewell were read out loud in the different classes. A Jamaican student, who upon unanimous demand emphasized her Jamaican accent, had

her classmates roaring with laughter when she read Chapter II of Jamaica Farewell. In this particular chapter, Brother Man, the main character, is accused (wrongly) by Big Mumma of doing "nasty things" to Mr. Cargill's cow on the plantation. Most dialogs between natives were written in Jamaican dialect and called for a native speaker. The other chapter that equally delighted the students was the one where Cargill hosted a very elegant party for English socialites visiting the island, and in came Brother Man and his Rastafarian friends, crashing the party with the peaceful intention of playing music for Cargill's guests. The awe inspiring exterior appearance of the Rastafarians was enough to freeze Cargill's guests with fear; they were plastered against the wall, thinking they were witnessing a hold-up. A short video The Heart of the Caribbean came "a propos" for it dealt with the different groups encountered in the Caribbean and showed Rastafarians wearing dreadlocks and playing music.

Weeks three and four of month three were utilized to read excerpts of Brother Man by Mais. This book made an impact on a lot of students because of the tragedy contained in it. Plans were being made to organize a food festival. This cultural activity took place during the last week of month three.

Staff members of the Foreign Language Department and native Jamaican students from other classes were invited. Many students (and parents) participated. The writer cooked couscous (North African dish); among other dishes came a variety of tuberous vegetables such as boniato, yucca, (cassava), yam. Hence, the label "Root Day" given to this cultural activity. A Jamaican mother treated the group with "ackee (a local fruit) and salt fish"; the Haitian students produced "riz colle," "grillot" and "pois rouges"; a student from Trinidad cooked "curried chicken." As students were tasting the foods, they would mingle between groups, discussing recipes. Thus, it appeared that "calalloo" (a sort of Jamaican spinach) refers to "okra" in Haiti. As it turned out, fried calaloo Jamaican style was the least favorite of the dishes tasted that day for it was very bitter tasting.

Month four coincided with final exams week, graduation, and the closing of school. As a result, the writer's implementation was somewhat cut short, since a week was allocated to reviewing and taking finals. During final exam week, the schedule was changed; class time was extended to two hours instead of the standard 50 minutes, and students were dismissed from school at noon instead of 2:30. Subsequently, only one book could be read and discussed. The choice

went to The Cay by Taylor, since it was written in easy English. The story was very appealing to youngsters for it dealt with a young blind boy raised in the islands and an older Black man who helps him out. A whole class set of the book was purchased by school funds so that each student would have an entire book in his/her hands rather than Xeroxed copies of different chapters.

During week two of month four, students finished reading The Cay; at the end of each chapter, an oral summary/discussion followed. A Trinidadian author was introduced by the writer during week three of month four. The author had selected Cricket in the Road by Anthony. This particular book is a collection of short stories (four to six pages long each). Anthony remembers his childhood in Trinidad and evokes growing up on that island. The author read orally the short story Cricket in the Road dealing with youngsters arguing about "whose turn is it to play." Some students did not know about the game of cricket, and as a result, a few Bahamians, Jamaicans and Trinidadians explained the rules of the game to their peers. Passages of To Sir With Love by E. Braithwaite were also read; the movie based on Braithwaite's novel featuring Sidney Poitier was viewed by the students. Later on in the summer, the writer had the pleasure of

meeting Michael Anthony and Donald Braithwaite, both guest speakers at a local university.

The last five days of month four were set aside for final exams mandated by the school board. During that time, no implementation was possible nor allowed by the administrators.

There was one incident worth mentioning: one of the writer's students was expecting and started experiencing childbirth pain while class was in session. School security and Rescue Squad took care of her. The young mother came back in time to take her final exams.

Months five and six took place during summer school. Essentially, the writer's student population remained the same, except for the seniors who had graduated in June. Summer school, traditionally, is very relaxed, little homework is given, the general atmosphere is definitely more slack and easy going than regular school year days.

At the beginning of month five (July), heavy rains caused the school roof to leak; the leak in turn caused the writer's classroom ceiling to sink in and fall down. The writer's classes were evacuated and relocated to a succession of different rooms assigned by the administrators. As a result, the writer held classes in the sewing room, in a science lab, and in a

cramped section of the library shared by other classes. The writer and her students were determined to make the best of everything under the circumstances. The books from the "Reading Corner" were placed in boxes labelled "Reading Boxes" and placed on two carts. They were wheeled around school as the itinerary of the day mandated. Actually, this brought a lot of attention from other students and staff members; eventually, the writer's group was referred to as "The Reading Kids," "The Book Worms," etc. This roof situation was far from being a new one, inasmuch as constant repairs are being undertaken on the school roof; every time it pours outside, it also does inside. The roof has become a topic of joke in the community as well as in the school district.

Weeks one and two of month five were utilized in introducing short stories by Anthony. Some short stories had already been read during month four; it was easy and practical to have Xeroxed copies distributed to the writer's students in the new locations. These weeks were also utilized to view movies, since a portable VCR can be easily transported from one room to another. As a result, students viewed travelogs and I Know Why the Caged Bird Sings, based on Maya Angelou's novel. Students were surprised to learn that the lead female role in the movie is played by Esther

Rolle, a native from Exuma. Students also viewed A Raisin in the Sun, based on Lorraine Hansberry's novel.

While students were relocated in the library, they were free to circulate quietly and select books of their liking. Some of the selections that week (week two of month five) included biographies about famous sports figures such as Jerome Foxworthy ("Jayfox"), Jackie Robinson, Ben Johnson, and Mike McCullam. Oral reading and oral discussions were almost impossible since other classes were also relocated to the library awaiting roof/ceiling repairs.

During week three of month five, the writer and her classes were allowed to return to their regular classroom. If the roof had been fixed (momentarily), the ceiling had not. In addition, the rain had stained the walls and the carpet. Several students decided to embellish the room by drawing colorful posters which were used to hide the unsightly walls. While the "decorators" in charge might not have been winners at any modern art exhibit, their efforts certainly helped cover the gruesome appearance of the room.

Weeks three and four of month five were dedicated to the Black Floridian, Zora Neale Hurston. The local library had, during that time, a presentation about the author. For attending the presentation, students received extra credit (with proof of attendance in the

form of a slip of paper stamped by a librarian). Passages from two of Hurston's novels were read orally in class. Being back in the regular classroom meant going back to the initial format of reading aloud to students and discussing readings either in small or large groups. Hurston's novels were Their Eyes Were Watching God and Dust Tracks on a Road. Students seemed to see a parallel between Hurston's and Angelou's struggle in life to "become somebody" as expressed in her novel I Know Why the Caged Bird Sings.

At the end of month five, a few Black Americans expressed the desire to devote more time to Black American authors and set aside the Caribbean writers for a while. The writer agreed and during week one of month six, readings from Jane Pittman's biography, Alex Haley's Roots, and Alice Walker's The Color Purple were accomplished.

The videos Eye of the Beholder based on Elliot's novel Eye of the Storm, Roots part I, and excerpts of The Color Purple were viewed during weeks two and three of month six. Discussions followed the viewing.

One Black American student enrolled in drama and with a deep, beautiful voice volunteered to read poetry to the classes. She had selected one act from The Coloured Museum by George C. Wolfe. Poems selected by this young lady from the collection The Forerunners--

Black Poets in America (edited by W. King) delighted the writer's audience. This particular student certainly had the "Black voice" to carry the part; some of the poems she read were: Close Your Eyes by Bontemps, My Friend by Samuel Allen, Dancing Gal by Frank Marshall Davis, The Dead by Jay Wright, just to name a few. Many of the books from American Blacks were written in an American Black dialect; students were prompt in comparing with Jamaican, Bahamian and Trinidadian dialectal forms of English.

By week four of month six, students had "worked a deal" with a Black teacher from the school to come and read chapter 2 of The Learning Tree by Gordon Parks. The guest teacher came wearing a long robe (borrowed from the chorus) and read the part of the Baptist preacher, meanwhile the students accented his "sermon" with "Amens" and "Alleluiahs," as if they were actually in a Baptist church. Unknown to the writer and the reader, while this reading was taking place, the school principal (who happened to be doing his "daily rounds" in the school halls) stood in the doorway, smiling and seemingly enjoying the class activity.

In order to finish summer school-days in a fun way, the writer organized an after-school field trip to two book stores. One stop brought the writer to a book store selling used and old books. Students could

see that for a moderate amount of dollars, one can buy a book. On a special shelf, the owner had a few books which were old and rare. The owner spent time explaining to the students about the value (money speaking) of books. The oldest book in the store was printed in 1804; it was a biography of LaFayette. Some books had leather covers, with gold in-lays. Some of the inside covers were "moire" (a shiny material), some of the books were gilded on the edges, which according to the store owner was done to prevent the dust from damaging the pages of the book. The second stop brought the writer and her group of students to a Haitian book store/general store. The store offers books, videos, cassettes, records, artifacts, paintings, foods, and snacks. It was truly an "educational experience." Mr. Viter Juste, a well-known Haitian gentleman of the community, owner of the store, impressed the writer's students with his enthusiasm towards culture, books, and writings. Mr. Juste publishes a local newspaper and has in the past included in his publication some of the writer's students' literary works.

September, month seven of the implementation, saw the arrival of a few new students in the writer's classes. Promptly, the students who had been enrolled in the writer's classes informed the newcomers on the

writer's efforts and endeavor. Many of the former students acted as if they had played an instrumental part in the writer's doctoral program. This pleased the writer immensely, for indeed a bond had been created between the writer and her students, and most assuredly the students were an integral part of the writer's project.

During week one of month seven, students viewed the video "When the Joke is on You." This is a 60 minute video based on ethnic humor and jokes and how they can affect people of certain ethnic backgrounds.

Weeks two and three of month seven were dedicated to books with a setting in the Caribbean. Passages from Outisland Doctor by Cottman and Winds of Carolinas by Wilder were read. Outisland Doctor dealt with the life of a medical doctor who traveled from one island to another to treat his patients. In his professional travels, Cottman mentioned the island of Exuma and one family, the Fitzgeralds, who still have descendants on the island. Winds of Carolinas was set in Exuma; while it was purely a fiction book, it dealt with a Loyalist family establishing itself and surviving in the island.

It was the turn of the Haitian students to assert themselves with a wish to bestow time on Haitian poets. As a result, plans were slightly altered from the initial proposal. Their choice went to Marie Colimon's

S'il Fallait, Au Monde, Presenter Mon Pays (if I had to present my country to the world). This poem is dedicated to Colimon's fatherland; this touched many of the writer's students for it depicts universal feelings for one's birthplace. Black Soul by J. F. Brierre was also a favorite because it dealt with Black Awareness in various parts of the world. A few Haitian students got together and rehearsed reading to their classmates the chapter entitled Le Crapaud Et La Rouille des Ans (the toad and the rust of years); this chapter was extracted from J. S. Alexis' novel Romancero aux Etoiles. The chapter dealt with aging and human physical and intellectual debasement as years take their toll. The chapter is written in a dialogue form between toads representing different ages, and the students gave a remarkable verbal rendition in French. The students went as far as writing an English version for the benefit of the writer's students who were not able to understand the French version fluently enough. By the end of week four of month seven, students appeared to understand each other better; they were beginning to get along in school and started to socialize out of school.

Week one of month eight was committed to authors of French expressions. Poetry by Leon Damas (Guyana), Gilbert Gratiant (Martinique), Leon Lalau (Haiti), and

Gilbert Tyrolien (Guadeloupe) were key factors in the writer's implementation. The writer was able to offer the integral French version and their English translations.

Gratiant wrote poems in Creole Pou Si Couri Vini (if we had to run) which dealt with voudou and zombis which led to animated discussion and anecdotes. Je ne veux Plus Aller a Leur Ecole (I don't want to go to their school anymore), Tyrolien's poem about French schools enrolling native students who would rather go fishing than get an education, was among the students' favorites. Students were allowed to select their poems and participate, in groups, in literary discussions.

Novels were introduced during weeks two and three of month eight. Zobel's (a native from Martinique) Rue Case Negres (Black Shack Alley) was very much appreciated, especially since the movie retraces the book faithfully. Passages of the novel were available both in French and English. This novel depicted the co-existence of Blacks and Whites in Martinique in the 1920's. It showed the struggle of Amantine (the grandmother) who strived to provide her grandson with an education before dying. Gouverneurs de Rosee (Masters of the Dew) by Jacques Roumain, a Haitian author considered a precursor of the Negritude movement, made a great impact on the students'

feelings, by the tragic death of the hero who dies in sacrifice for his village's well being. Simone Schwarz-Bart's Pluie et vent sur Telumee Miracle (translated as The Bridge of Beyond in English) was a vivid testimony of island living. Students were able to synthesize and compare ways of living, vegetation, and traditions of the different islands depicted. For example, they remembered reading about plants used for medicinal purposes and named in different novels. It was the case for "strong back" (used as a love potion) "ceracee" used to combat head colds (the writer herself has ceracee growing in her backyard and brought a few leaves to class). Through their readings, students found out that some Jamaicans believed in Obeah (a mean god), and Haitians mentioned Legba (a voudou god). The island living appeared to be similar in that native people are more frugal than Americans in general and resort a lot on local agriculture to survive. In most Caribbean novels, women are portrayed as fighters, survivors and strivers. Women wanted (and obtained, sometimes at great cost) better conditions of living, better education; what they could not afford to acquire for themselves, they wanted for their children, so their own condition and fate would be better.

The fact that many novels read included native dialectal forms of English (Roger Mais, Michael

Anthony, V. S. Reid, etc.) made the students understand that the writers were in search of their own identity. The same conclusion came about with the Black American writers (Maya Angelou, Alice Walker, etc.), who include Black dialect in their writings. The francophone writers fulfilled an identical purpose, e.g., the Caribbean writers often include sayings or adages in Creole, when the rest of the novel is written in standard French. This is done in an attempt to preserve the "couleur locale" (native distinction). It was found that African writers of French expression followed also the same steps as the Caribbeans, e.g., the core of their novels were written in French, and a few dialectal words were inserted. The characters of Les Bouts de Bois du Bon Dieu (God's Bits of Woods) by Sembene Ousmane depicts a few characters who express themselves in French, because they have received an education, while others only used ouolof, the Senegalese dialect. Briefly, most writers try to preserve the cultural heritage of their native lands.

Students were able to see the importance of "oral literature" and the efforts of the elders to preserve it either orally (or in writing). The word "griot" or storyteller appears in African writings as well as in Caribbean literary works. The words "Crick --- Crack"

initiating all storytelling are heard both in Africa and the French speaking islands.

An abundance of audio-cassettes were heard intermittently. The writer had brought her collection of cassettes by Kassav and La Compagnie Creole. Numerous students contributed by lending their personal music samples; as a result, during lunch time it became a habit to stop by in the writer's classroom and listen to Haitian/French island music.

Generally speaking, the implementation went smoothly. Students, administrators, and colleagues were very supportive and cooperative. Students commented to the writer about the novelty of the program and on the freedom of the structure. During the implementation, two girls were placed in indoor suspension (Center for Special Instruction or C.S.I.) for fighting on school grounds. They were provided with materials so they could continue with the implementation. The young boy who was placed on outdoor suspension for skipping school continued his readings while on "imposed vacation." The "new mother" was too busy with her new schedule to devote any time to studying and reading, however, she was back in time to take the final exams. The only severe roadblock to the implementation was the summer weeks when students and teachers had to relocate to different rooms in the

building. At the end of the eight months, some students were asking "What will we do now?", which pleased the writer immensely. The Haitian's griot (storyteller) had to be re-scheduled for a later date, for she was in great demand with schools and local libraries.

CHAPTER V

Results

Briefly stated, the problem in the writer's school was that students did not check out books from the school library and showed little interest in reading books outside of teacher-assigned tasks. At the heart of the problem was a lack of motivation on the students' part. As a means of motivating the students and correcting this blatant apathy towards books, students were "guided" into different reading activities. They were given a choice as to which book they could read, and they were allowed to express themselves orally, in small groups, and discuss the fruits of their readings. Many cultural events took place in order to expose students to different cultures. Music, artifacts, dances, foods, and guest speakers embellished and implemented the learning situation. The general set-up of instruction offered more freedom as a regular, traditional classroom procedure. The grouping of students enabled them to share ideas and be positive and understanding about other sub-groups.

The writer's first objective was to see an increase of her students' motivation to read, as reflected by an increase in books checked out from the school library. The writer had wished to see a 75

percent increase in the total amount of books checked out over the eight month period of implementation. The library computer print-out tallied up the amount of books checked out each month for each of the writer's five classes. At mid-implementation (month four), the writer became very worried that her goal might not be reached. The summer months situation, when students had to be relocated from one room to another room due to heavy rains which had ruined the school roof and the classroom ceiling, contributed to confirm this fear. However, the linear graph in Figure 5-1 and the bar graph in Figure 5-2 indicate in a different visual fashion the overall steady progression and increase of books checked out from the school library. If one considers that a total amount of 196 books had been checked at the starting point, and that 360 books were checked by the end of month eight, this represents an increase of 84 percent. The writer's first objective had been reached and exceeded slightly.

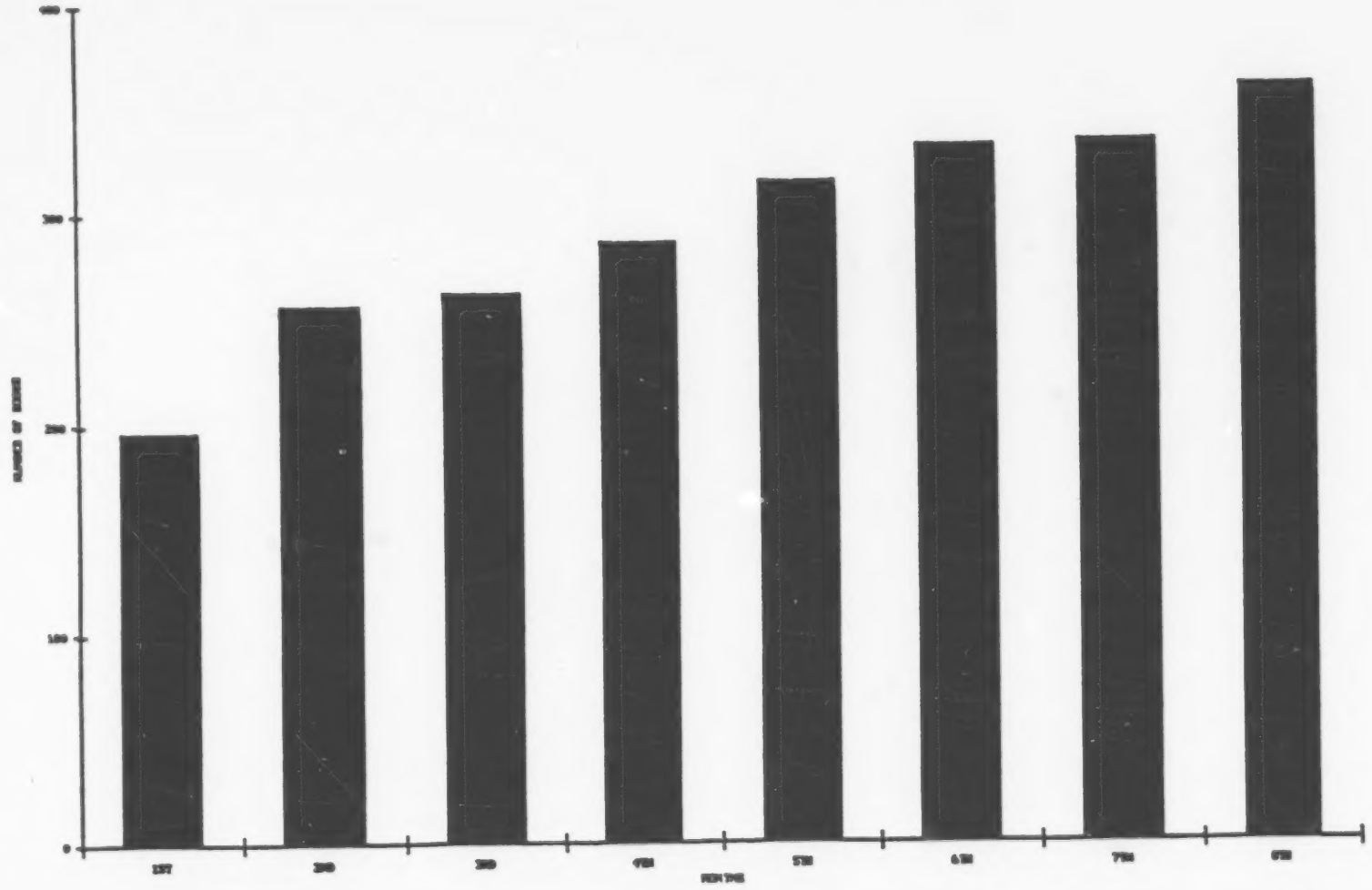
Figures 5-3, 5-4 and 5-5 display the amount of books checked per class. Figures 5-3 and 5-4 were transposed on transparencies in order to facilitate the graphs reading, therefore, Figures 5-3 and 5-4 should rest on top of Figure 5-5. Figure 5-3 shows the amount of books checked out at the initial starting point of the implementation. Figure 5-4 summarizes the amount

Figure 5-1

Total Books checked out monthly (linear graph)

Figure 5-2

Total Books checked out monthly (bar graph)



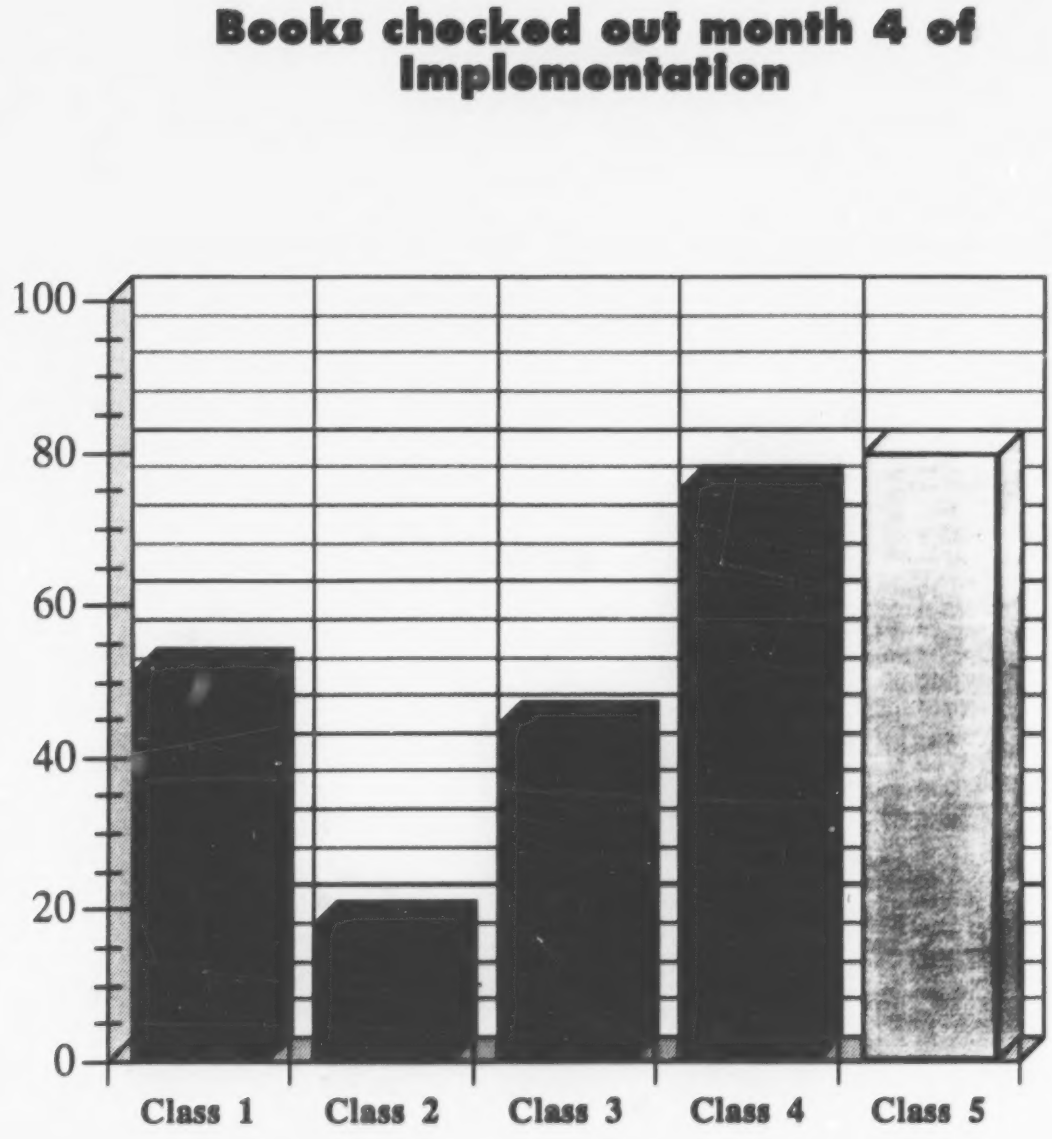

Books checked out month 4 of implementation
100
80
60
40
20
0
Class 1
Class 2
Class 3
Class 4
Class 5

Figure 5-4

Books checked out month 1 of implementation

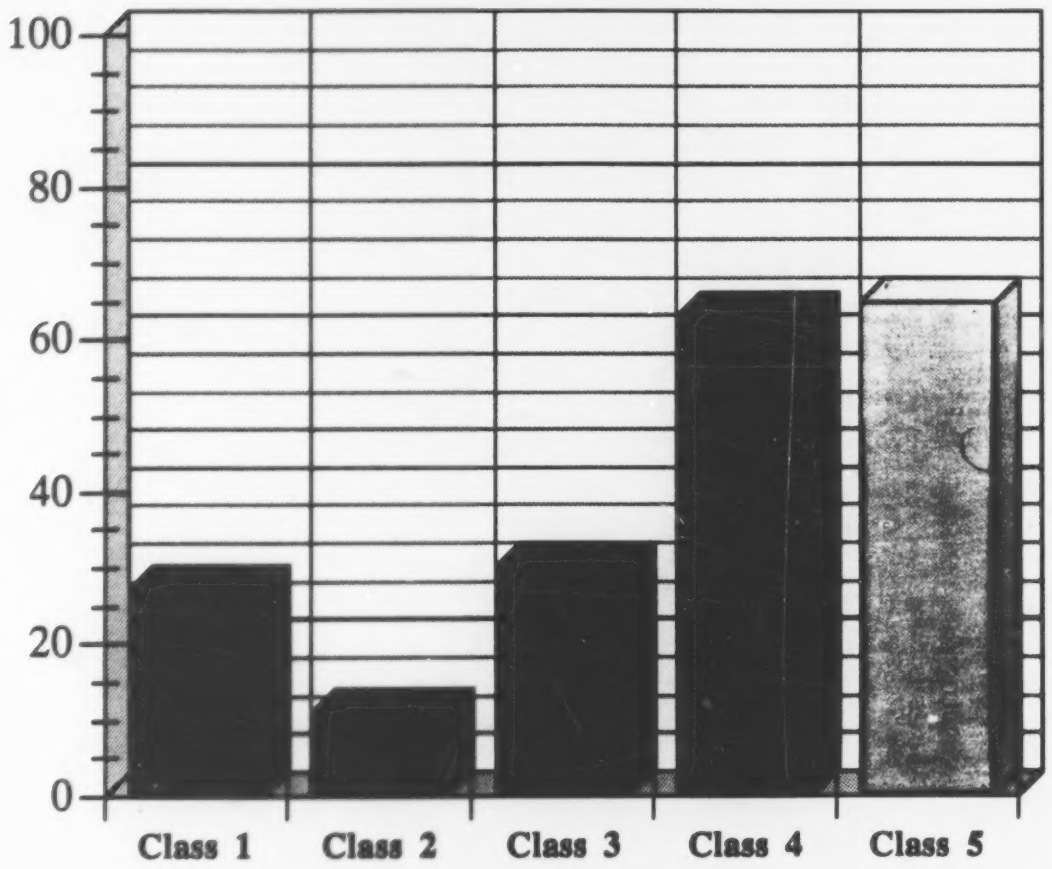


Figure 5-3

Books checked out month 8 of implementation

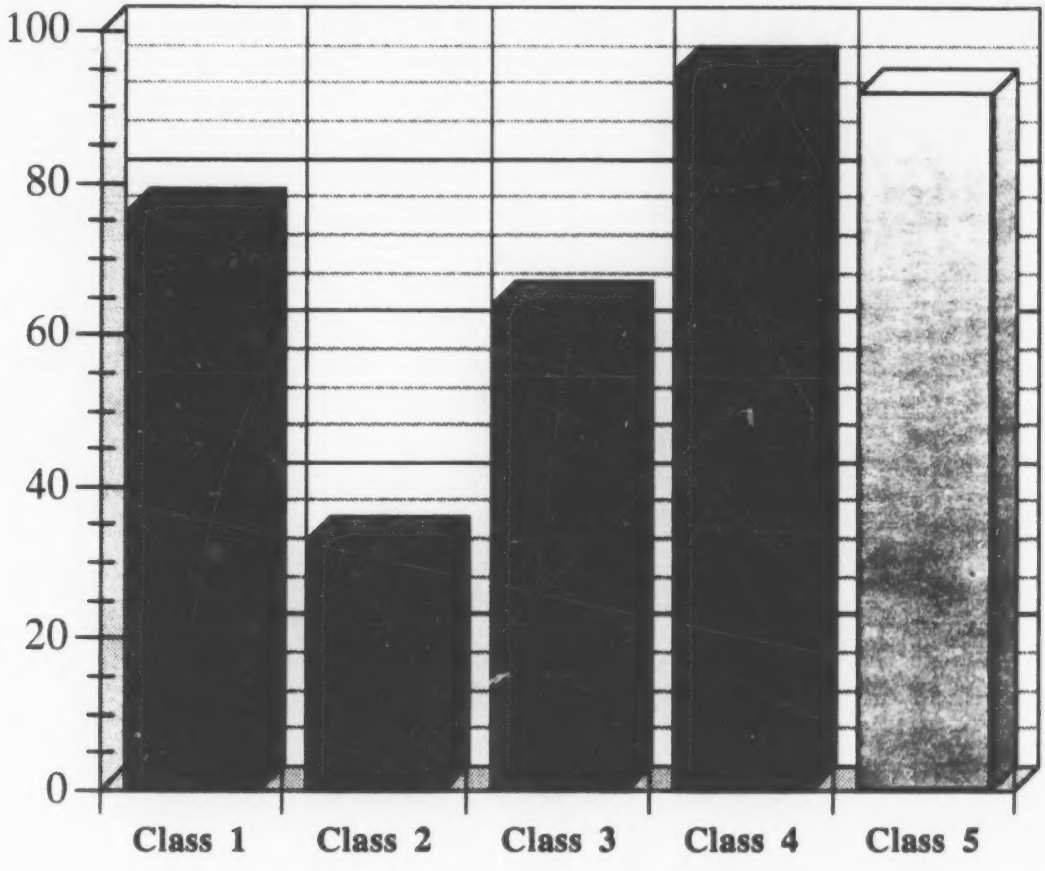


Figure 5-5

of books checked out at mid-implementation (month four), and on Figure 5-5 appears the amount of books checked out at the end of the implementation (month eight). The graphs indicate that class one made the largest progress by almost checking out twice the amount of books. This was a relatively small class (21 students), eager to please and receptive to innovative ideas. Classes four and five progressed at the same rate, by increasing the amount by approximately 32 books. Class three made an increase of 34 books, considering it was a small class (19 students), an advanced class with four combined levels in the target language, the writer was pleased with the results which were doubled over a period of eight months. The least spectacular results were those of class two; it was a large class (42 students, composed of low-stanine students (Stanine two to Stanine four), most of them members of the football team and not eager to engage in academic work. The progression of the amount of books went from 11 to 33, which, considering the overall ability of the group, is a sizeable increase, however, the writer had anticipated a higher result.

The writer's second objective concerned students' participation in the school-wide SSR program. During month one of the implementation, students participated in a "Book Drive," bringing books and magazines that

they had selected and could be used in class at any given time. A thoughtful parent donated books containing old issues of National Geographic magazines. As a result, students no longer had the excuse of not being prepared for the SSR activity since a multitude of reading materials were available at all times.

The writer used the Teacher Observation Checklist (see Appendix D) as a checking system to record her students' promptness in selecting reading material and ability to remain on task. Question 18 of Table 3, "Do you like SSR?", indicates a progression from 41 percent to 92 percent of the students admitting enjoying SSR. This met the writer's expectations since she had wished for 90 percent of her students to change their attitude towards SSR. This increase can be attributed to the fact that reading materials were readily available to students, who no longer had to make the effort of taking to class a reading book. Another contributing factor could have been that the writer herself participated in the SSR activity with obvious and outward enthusiasm.

Table three summarizes the results of the Questionnaire (see Appendix A) administered both at the beginning and at the end of the implementation. A few questions have been deleted on the post-test as the writer did not consider them crucial items for her

purpose. The results were compiled using percentages; the first column recording the pre-test results, the second column the post-test results. The signs + or - in the third column indicate if the results exceeded the writer's expectations or not.

Question one, "Do you like to read?", showed a substantial increase. The students acknowledged an interest in reading, the results went from 41 percent to 89 percent at the end of the implementation. Question four, "Do you read for class assignments only?", showed a slight increase by the end of the eight months; this proved to be a little disappointment to the writer, who had wished for a complete turn-over. One possible rational explanation for this unexpected and meager increase was that, in spite of the writer's efforts, some of her students were dealing with extremely busy schedules, including work after school or family commitments such as babysitting for a younger sibling, etc. Question seven, "Do you read for fun at home?", showed an increase of 43 percent, which pleased the writer. The writer had anticipated that 70 percent of her students would read for pleasure outside the classroom situation; at the end of the implementation, 85 percent of the students answered positively to that question. The results slightly exceeded the writer's expectations.

Table 3

Pre and Post-test Results of Questionnaire

(see Appendix A) in Percentage

Questions	Pretest	Post-test	Expectations/ Goal reached
Do you:			
1. like to read	41	89	+
2. visit the school library	22.4	84.4	+
4. read for class assignments	19	25	-
5. read for pleasure	25	70	-
7. read for fun at home	42	85	+
9. like books as presents	32	45	±
10. read during vacation time	33.3	52	+
13. would rather read	25	48	+
or watch T.V.	45	32	+
19. like SSR	41.7	92	+
21. like silent reading in class	65	84	±
22. like oral reading in class	50	78	+

Question 13, "Would you rather watch T.V. or read?", showed 48 percent of students (opposed to the initial 25 percent) admitted liking reading better. However, 32 percent of the students still liked watching T.V. better. This showed a very small decrease (in T.V. watching), since 45 percent initially had preferred watching T.V. Questions 21 and 22, "Do you like silent reading/oral reading in class?", showed a sizeable increase for both types of reading in a classroom situation. The combined signs $\pm$ in the third column indicate a slight increase, however, the writer's expectations were not met. For example, question nine, "Do you like books as presents?", only 45 percent answered "yes" at the end of the implementation; the writer had wished for a greater turnover, considering the initial number was 32 percent. Question 21, "Do you like silent reading in class?", showed a 19 percent increase; the writer had hoped for a higher percentage. The increase (28 percent) on question 22, "Do you like oral reading in class?", demonstrated to the writer that, indeed, students had appreciated oral reading.

The Cultural Awareness Survey (see Appendix C) was administered as a pre and post-test at the beginning and at the end of the implementation. The results of questions one, two, three, four, 28, 29, and 30 are

summarized in Table 4. These questions were grouped together, as they dealt with general issues about culture. Some of the questions were open-ended and called for definitions or examples; other questions called for a "yes" or "no" answer. On question one, "Culture is . . .", at the beginning of the implementation, 54 students out of 110 gave a vague definition of culture, 16 answered by giving a specific culture (e.g., Black, Cuban, etc.). On the post-test, 94 students attempted an elaborate definition of culture, including in their definitions such items as "traditions, ways, dances, etc." This showed the concept of "culture" had been polished over the eight months. Question two, "Who teaches culture?", initially 54 students named history and foreign language teachers; at the end of the eight months, 80 students named the teachers, this time including in some cases English teachers. Questions three and four dealt with ethnic origin of their peers; it appeared that after eight months, students had become much more aware of their peers' origin and tastes. Questions 29 and 30 revealed that, after eight months, students had become more curious about other ethnic groups and enjoyed learning about other cultures.

Table 5 summarizes questions of the Cultural Awareness Survey (see Appendix C), dealing with

Table 4*

Cultural Awareness Survey

Questions dealing with several issues about culture.

Questions	Responses (pretest)	Post-test
# 1 Culture is	gave name of specific culture = 16 gave a vague definition = 54 no answer = 13	attempted to define culture = 94
# 2 Who teaches culture?	history/foreign language teachers: 54 blank: 12 don't know: 34	history/English/foreign language teachers: 80 blank: 4
# 3 Are you aware of the origin of your peers?	Yes = 67 No = 21	Yes = 93 No = 7
# 4 Do you respect your classmates' different tastes?	Yes = 72 No = 28	Yes = 85 No = 29
#28 I know about culture because of:	teachers = 16 family, friends = 34 don't know = 50	teachers = 52 family, friends = 30 don't know = 17
#29 I am curious about other cultures	Yes = 86 No = 14	Yes = 90 No = 5
#30 I like to learn about other cultures	Yes = 87 No = 3	Yes = 97 No = 0

*Numbers represent the amount of students in the writer's class.

Table 5*

Cultural Awareness Survey

Questions dealing with feelings and identification towards a cultural group.

Questions	Responses (pretest)	Post-test
# 1 Do you feel: by other people's ways	a) frustrated = 17 b) intrigued = 33 c) no answer = 28	a) frustrated = 15 b) intrigued = 65 c) no answer = 20
# 8 Have you been ridiculed, criticized, teased by others because of your background?	Yes = 96 No = 4	Yes = 95 No = 4
# 9 Do you hide your cultural background to avoid being teased?	Yes = 69 No = 31	Yes = 65 No = 30
#10 Name ethnic groups that are similar to yours	Caribbeans = 85 don't know = 15	Latins Caribbeans Haitians Jamaicans
#11 What makes you different from others in the group?	food, music, religion = 43 language = 16 behavior = 9 physical appearance = 14 don't know = 15	

*Numbers represent the amount of students in the writer's classes.

feelings and identification to a cultural group. Question seven, "Do you feel a) frustrated, b) intrigued by other people's ways." Fifteen students out of 110 admitted being frustrated still; this was basically the same number as eight months earlier. Sixty-five students answered that they were intrigued by other cultures, which could indicate a sense of curiosity and a desire to know about other people. When asked (question eight) if they had been "teased, ridiculed" because of their background, 96 students answered "yes," which indicates that some situations must have been traumatic for a large number of students.

When asked, "Do you hide your cultural background to avoid being teased?" (question nine), 69 students had initially answered "yes"; at the end of the implementation, the amount was 65, which is very close to the starting number. This probably reveals that a stigma is still present and that it might be a "safe way out" for certain students to deny their origin in order to avoid teasing and criticism. Question 10, "Name ethnic groups that are similar to yours," yielded a wide variety of answers at the end of the eight months, thus demonstrating to the writer that students had a good grasp of the different sub-groups' co-existence.

Table six grouped questions of the Cultural Awareness Survey that dealt specifically with stereotypes, ethnic prejudices, and preconceived ideas. The writer chose not to administer the questions compiled in Table six as a post-test since she did not anticipate a significant difference at the end of the eight months. Students seemed to have a clear and rational grasp of group superiority, e.g., 71 answered that no ethnic group was superior, 83 said that foreigners should integrate, 96 admitted (question 26) that education was not present among Americans only.

Table 6*

Cultural Awareness Survey

Questions dealing with prejudices and stereotypes.

Questions	Responses (pretest only)
# 5 Some ethnic groups are superior	Yes = 16 No = 71 No answer = 13
#14 Most Anglos are	White = 16 Prejudiced, mean, snob, racist = 49 No answer = 35
#15 Latins are	Hard working = 15 Loud, noisy = 39 Family oriented = 25
#16 Europeans are	Short, different = 5 Smelly, dirty, snob, stingy = 36 Cultured = 19 No answer = 40
#22 Foreigners should integrate	Yes = 83 No = 15 Sometimes = 2
#23 Americans are more polite than Europeans	Yes = 26 No = 74
#24 Europeans are family-oriented	Yes = 77 No = 23
#25 Europeans are backwards	Yes = 28 No = 72
#26 Only Americans are educated	Yes = 4 No = 96
#27 No one is more advanced than Americans	Yes = 23 No = 77

*Numbers represent the amount of students in the writer's classes.

Similarly, the Reading Interest Checklist (see Appendix B) was administered as both a pre and post-test. The purpose of the Reading Interest Checklist was to determine the "likes" and "dislikes" of the writer's students.

Figure 5-6 lists the three highest scores of "likes" at month one of the implementation, and Figure 5-7 the scores for the same "likes" eight months later. The results indicate that students showed an increased interest in magazines (from 64 to 80), in newspapers (from 61 to 72). The most spectacular increase was with the novels, e.g., 43 students had admitted liking novels at the beginning of the implementation and 80 by the end of the eight months. This last result was almost doubled, indicating that students appreciated reading novels, they just needed to be "sold" on the idea. The writer's fourth objective was reached: students read more and appreciated reading more.

In comparing the results of the "dislikes," comics, encyclopedias, and textbooks were still on top of the list. The numbers had not substantially changed. The writer drew the conclusion that students still disliked encyclopedias and textbooks, in spite of her efforts, which was not too much of a surprise.

Figure 5-6 Total of "Likes"

Reading Inventory Checklist

Implementation Month 1

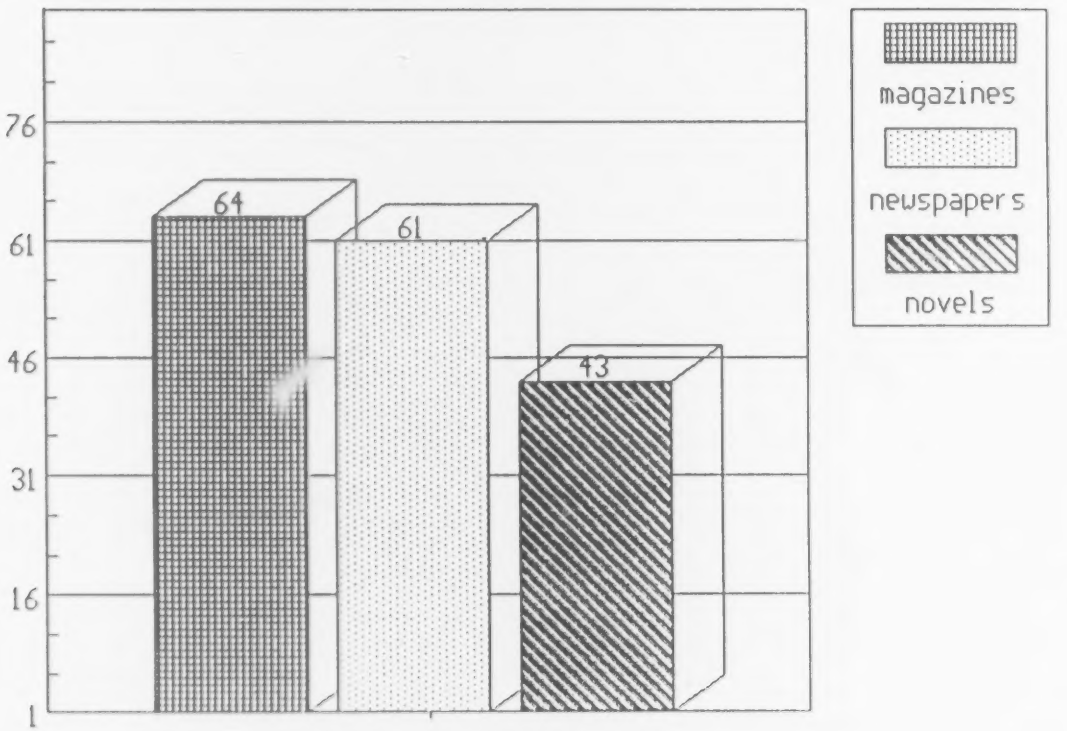
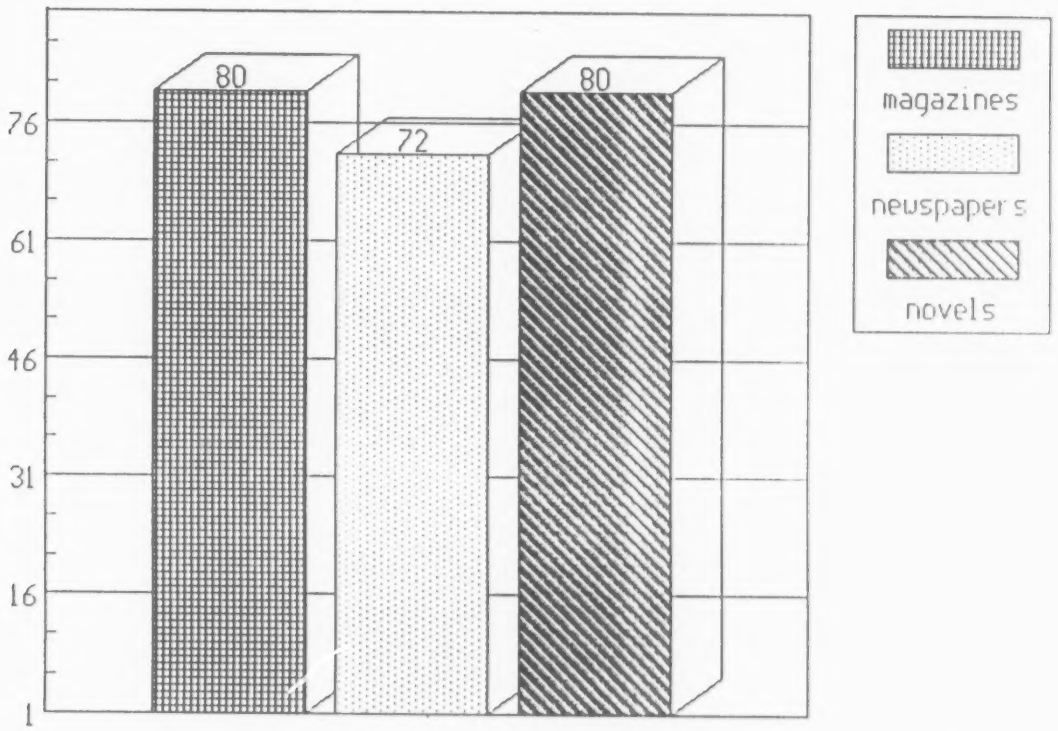


Figure 5-7 Total of "likes"

Reading Inventory Checklist

Implementation Month 8



Discussion

Allowing students to select their readings seemed to work well, for it gave the students a sense of freedom and responsibility. Students enjoyed the relative freedom of library/reading corner usage. The class discussions on books were a great success, the students didn't feel any pressure with the activity, and the shy ones did not feel insecure since they were allowed to use their book cards (see Appendix E) as "cue cards." Discussing books in small groups was a way of "selling" books to other students who had not read the book yet. The students' motivation to read and cooperation became impressive during the summer months, in spite of relocating from one room to another. The guest speakers, the "food days," and the field trip to book stores were highly appreciated by the group.

Recommendations

1. Teachers should allow students to make choices. It is a human factor that people (students included) work harder and better when they are engaged in doing something they like.

2. Teachers need to show enthusiasm towards their teaching activity in order to "pass it on" to their students.

3. Teachers should "sell" their program, as well as demonstrating enthusiasm for what they do in the classroom.

4. Teachers should make students "part of their project," this gives them an incentive and motivates them.

5. Teachers should read orally to students. Oral reading should not be reserved for younger students of primary school age.

6. Teachers should allow students to group with peers and engage in group discussion.

7. Teachers should include extensively audiovisuals in their delivery.

8. Teachers should act as "facilitators" and guides so that students do not feel dominated by an authoritative figure.

9. Teachers should "make time" to give students feedback on their own progress.

10. Teachers should help students find their own identity and express pride in their origin and background.

11. Teachers should have small, but "tangible," rewards for their students, e. g., free selection, permission to sit comfortably, to visit the library, extra credit, etc.

Dissemination

At the beginning of the implementation, very few colleagues were interested in the writer's plan. The administrators were cooperative but also very busy with the school social/scholarly functions which accompany the months of May and June in American high schools. During informal discussions in the school library, the writer shared her plans with two English teachers and one reading teacher who have borrowed plans, materials, and audiovisuals from the writer. Curiosity set in during the summer months, when the writer and her students were relocating to different rooms, traveling in the halls with carts containing library books. Since then, teachers have bombarded the writer with questions about her activities. Several teachers from the social studies department asked to borrow books from the writer, with the intention to read a few passages to their classes. The writer was asked to participate in a county-wide multicultural workshop where she presented a display representing the Bahamas. The writer was also a participant in the nationwide Caribbean workshop featuring lectures by well known authors from the Caribbean islands and Africa. For three years, the writer has been part of the school Reading Committee (a total of 15 teachers selected from different departments) and has disseminated activities,

materials, and personal audiovisuals. The writer plans to donate copies of her report to the school professional library, to the regional/district professional library, to the Teacher Education Center (T.E.C.), and to the attache culturel of the French Consulate. She will also present her work to faculty members on various teacher workdays. The writer will use her report as a base for further research on the topic.

List of References

Bates, J. (October, 1988). Problems in Teaching Critical Reading. Reading Improvement, 30, 102-105.

Biggs, S. (May, 1988). Oral Reading and Adult Poor Readers: Implications for Practice. Journal of Reading, 736-739.

Casteel, C. (September, 1986). Motivating Reluctant Readers to Become Mature Readers. Reading Improvement, 27, 98-101.

Chrisman, N. (1981). Ethnic Persistence in an Urban Setting. Ethnicity, 8, 256-266.

Christenbury, L. (Winter, 1981). Developing Long-Life Readers. Virginia Association of Teachers of English. Virginia English Bulletin, 31, 1-59.

Dupart, A. (March, 1985). Reading Motivation Techniques in Bilingual and Bicultural Situations: An Interview with Chadly Fitouri (translated by Matrat, C). Journal of Reading, 528-533.

Fisher, P. (February, 1989). A Comparison of the Reading Interests of Children in England and the United States. Reading Improvement, 31, 111-115.

Gentile, L., & McMillan, M. (1990). Literacy through Literature: Motivating At-Risk Students to Read and Write. Reading, Writing, and Learning Disabilities, 6, 383-393.

Heathington, B. (May, 1979). What to do About Reading Motivation in the Middle School. Journal of Reading, 22, 709-713.

Hustlar, S., Litcher, J., and Knight, J. (November, 1985). What Motivates Students to Learn: Identifying the Key Factors. NASSP Bulletin, 94-97.

Kenney, D. (October, 1982). Making Books Irresistible: Ways to Bring Kids, Books and Teacher Together. Paper presented at the Annual Meeting of the Virginia Association of Teachers of English. Richmond, Virginia.

Keyes, D. (September, 1988). Motivating Unmotivated Readers Through Media. The ALAN Review, 15, 20-57.

Kolesnik, W. (1988). Motivation, Understanding and Influencing Human Behavior. Allyn and Bacon.

McDaniel T. (September, 1985). The 10 Commandments of Motivation. The Clearing House, 69, 19-23.

McFadden, J. (January, 1988). Cross Cultural Counseling: Caribbean Perspective. Journal of Multicultural Counseling and Development, 17, 36-40.

McKenna, M., Kear, D. (May, 1990). Measuring Attitude toward Reading: A New Tool for Teachers. The Reading Teacher, 626-638.

Mathison, C. (December, 1989). Activating Student Interest in Content Area Reading. Journal of Reading, 33, 170-175.

O'Connor, M. (1980). A Study of the Reading Preference of High School Students. ERIC.

Powell, A. (December, 1985). Being Unspecial in the Shopping Mall High School. Phi Delta Kappan, 255-261.

Reyhner, J. (1989). Helping Minorities Read Better: Problems and Promises. Reading Research and Instruction, 28, 84-91.

Rigg, P. (February, 1985). Desert Wind: A Fresh Breeze in Indian Education. Journal of Reading, 391-392.

Sanacore, J. (March, 1990). Creating the Lifetime Reading Habit in Social Studies. Journal of Reading, 14, 414-418.

Schlatter, K. (Winter, 1987). Strategies to Encourage Independent Reading. Illinois English Bulletin, 74, 44-65.

See, Hear and Do: Building a Positive Attitude: Parent Participation. A Formula for Success. (August, 1980). Indiana State Department of Public Instruction. Indianapolis Division of Reading Effectiveness, 1-31.

Sherman, R. (1990). Intergroup Conflict on High School Campuses. Journal of Multicultural Counseling and Development, 18, 11-18.

Sinn, J., and Savage, E. (May/June, 1987). Life in the Fast Lane. The Technology Teacher, 23-29.

Usova, G. (October, 1980). Techniques for Motivating Interest in Reading for the Disadvantaged High School Student. Paper presented at the annual meeting of the International Reading Association (Little Rock, Kansas).

Williams, L. (January, 1989). Reading Interest in Free-Choice Books, Readability and the Readability Principle. M.Ed. Thesis; Rutgers, New Jersey.

Wlodkowsky, R. (1986). Motivation and Reading. NEA Publication.

APPENDICES

APPENDIX A

QUESTIONNAIRE

Attitude Towards Reading	Yes	No	Sometimes
1. Do you like to read?	Y	N	S
2. Do you visit the school library?	Y	N	S
3. Do you visit the local library?	Y	N	S
4. Do you read for class assignments only?	Y	N	S
5. Do you read for pleasure?	Y	N	S
6. Do you read a book in school during free time?	Y	N	S
7. Do you read for fun at home?	Y	N	S
8. Do you like to read during the weekend, let's say on a rainy day?	Y	N	S
9. Do you like books as presents?	Y	N	S
10. Do you read during vacation time?	Y	N	S
11. Do you feel excited when you start reading a book?	Y	N	S
12. Do you feel happy/good when you read?	Y	N	S
13. Would you rather read or watch T.V.? (circle one)			
14. Do you like going to bookstores?	Y	N	S
15. Do you like reading different kinds of books?	Y	N	S

If so, which kinds of books:_____

_____

16. Do you like to read what T.V., teachers and friends recommend?	Y	N	S
17. Do you feel happy/grateful/proud when the teacher mentions something that you have read before?	Y	N	S

Other feelings:_____

_____

18. Do you feel insecure/threatened when the teacher asks questions about a reading assignment?	Y	N	S

19. Do you like SSR (Sustained Silent Reading)? Y N S

    Explain why or why not:_____

    _____

20. Do you know of any reading programs used in your school? Y N S

    If so, name them:_____

    _____

21. Do you like silent reading in class? Y N S

22. Do you like oral reading in class? Y N S

23. Do you know other/better ways to learn besides reading? Y N S

    If yes, name some:_____

    _____

24. Do you like taking reading tests? Y N S

25. Do you know the purpose of a reading test? Y N S

    Explain:_____

26. Name the reading test(s) that you take during a school year:

APPENDIX B

Reading Interest Checklist

Your feelings can be shown by circling the appropriate number beside each item. For "very little," circle the number 1. For "very much," circle the number 5. If your "likes" are somewhere between, circle the appropriate number.

I like to read about . . .	very little				very much
a. adventures	1	2	3	4	5
b. animals	1	2	3	4	5
c. art/music/dance	1	2	3	4	5
d. boys/girls my age	1	2	3	4	5
e. comedy	1	2	3	4	5
f. famous people	1	2	3	4	5
g. food	1	2	3	4	5
h. history	1	2	3	4	5
i. human body/health	1	2	3	4	5
j. make-believe characters	1	2	3	4	5
k. mysteries	1	2	3	4	5
l. romance/love	1	2	3	4	5
m. science	1	2	3	4	5
n. science fiction	1	2	3	4	5
o. space	1	2	3	4	5
p. sports	1	2	3	4	5
q. transportation	1	2	3	4	5
r. war/armed services	1	2	3	4	5

I like to read . . .					
a. comic books	1	2	3	4	5
b. encyclopedias	1	2	3	4	5
c. funnies	1	2	3	4	5
d. hardbacks	1	2	3	4	5
e. library books	1	2	3	4	5
f. magazines	1	2	3	4	5
g. newspapers	1	2	3	4	5
h. novels	1	2	3	4	5
i. paperbacks	1	2	3	4	5
j. textbooks	1	2	3	4	5

APPENDIX C

CULTURAL AWARENESS SURVEY

1. Culture is:_____
2. Who teaches culture in your school?_____
3. Are you aware of the origin of your classmates? Yes No
4. Do you respect your classmates' different tastes in: music, foods, family activities, religion, entertainment (circle one).
5. Some ethnic groups are superior: Yes No
6. Some ethnic groups are inferior: Yes No
7. Do you feel threatened/frustrated/intrigued/angry by other people's language and ways (circle one).
8. Have you been ridiculed/criticized/teased by others because of your background? Yes No
   Explain how:_____
9. Do you hide your cultural background to avoid being teased? Yes No
10. Name ethnic groups that are similar to yours:_____
    _____
11. What makes you different from others in the group:_____
    _____
    _____
12. Do you readily try other people's foods? Yes No
13. Do you happily visit with people of different origin than yours? Yes No
14. Most Anglos are:_____
    _____
15. Most Latins are:_____
    _____
16. Europeans are:_____
    _____
17. Your favorite ethnic group is:_____
    Why:_____

18. People from different lands have different social and moral values: Yes No

19. Learning a foreign language will allow you to:_____

_____

20. I am learning a foreign language because:_____

_____

21. Culture is part of a foreign language: Yes No

22. Foreigners should integrate and think and act like Americans: Yes No

23. Americans are more polite than Europeans: Yes No

24. Europeans are more family-oriented than Americans: Yes No

25. Europeans are backwards: Yes No

26. Only Americans are educated: Yes No

27. No one is more advanced than Americans: Yes No

28. I know about: (name the culture)_____

because:_____

_____

29. I am curious about other cultures: Yes No

30. I like to learn about other cultures: Yes No

APPENDIX D

Teacher Observation Checklist

Student's name:_____

Class:_____

	Yes	No
SSR/in class silent reading		
- readily settles down		
- remains on task		
- daydreams		
- easily distracted		
Class discussion		
- is eager to discuss readings		
- regularly participates in sharing		
Respect for books		
- treats books gently		
- appreciates giving/receiving/ exchanging books		
- shows enthusiasm/admiration towards art or valuable books		

APPENDIX E

BOOK CARD

Student name:_____

Author:

Title:

Summary:

Kind of story:

Why do you like it?